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ABSTRACT

Transcripts of hearings before the House Subcommittee on Postsecondary Education concerning the reauthorization of Title V of the Higher Education Act, the Teacher Corps and Teacher Training Programs, are presented. The Teacher Corps program is intended to act as a supplement to Title I of the Elementary and Secondary Education Act by broadening teacher preparation programs through cooperative arrangements with local school districts, colleges, and universities. It also involves programs to assist local school districts and institutions of higher education in operating teacher centers designed to improve school curricula and the inservice development of teachers. The hearings, held in the State of Michigan, focus on Teacher Corps and Teacher Center programs in that state. Testimony is presented from representatives of Michigan colleges and universities, school districts, and state programs, as well as by representatives of national programs and the federal government. (SF)

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REAUTHORIZATION OF THE HIGHER EDUCATION ACT AND RELATED MEASURES

Part 5

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HEARING

BEFORE THE

SUBCOMMITTEE ON
POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-SIXTH CONGRESS

FIRST SESSION

HEARING HELD IN WAYNE, MICH., ON MAY 25, 1979

Printed for the use of the Committee on Education and Labor

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REAUTHORIZATION OF THE HIGHER EDUCATION ACT AND RELATED MEASURES

Part 5—Teacher Corps and Teacher Training Programs

FRIDAY, MAY 25, 1979

House of Representatives,
Subcommittee on Postsecondary Education
of the Committee on Education and Labor,
Wayne, Mich.

The subcommittee met, pursuant to notice, at 9:30 a.m. in the Wayne County Intermediate School District offices, 33500 Van Born Road, Wayne, Mich., Hon. William D. Ford (chairman of the subcommittee), presiding.

Members present: Representatives Ford and Buchanan.

Staff present: Thomas R. Wolanin, staff director; Patricia F. Rissler, deputy staff director; Roberta Stanley, subcommittee legislative associate; William Clohan, minority assistant education counsel; Jennifer W. Vance, minority legislative associate.

Mr. Ford. Good morning; the Subcommittee on Postsecondary Education of the House of Representatives is convened here this morning for the purpose of continuing hearings on the reauthorization of the Higher Education Act of 1965 and the component parts enacted since that time.

I first want to introduce the people here at the table. At my right and your left is my colleague from Birmingham, Ala., Congressman John Buchanan, who is the ranking minority member of the subcommittee. This is the second time we've had Congressman Buchanan here in Wayne County. We were here some time ago for the dedication of the joint project between the Wayne County Intermediate School District and the county extension service. I am particularly pleased to have a chance to bring any of our members here from different States to see our home base of operation, but particularly Congressman Buchanan, who has been a very strong member on this committee and a very cooperative person.

This hearing is the continuation of a series of public hearings on the reauthorization of the Higher Education Act. I guess we are about halfway through the hearing process at this stage. This is the third time the committee has held hearings outside of Washington, D.C., on the reauthorization; we've also been in Connecticut and Ohio.

Before we started this process early last fall, in September we invited 50 organizations representing higher education to submit to us by February 15 of this year their recommendations for the reauthorization of the higher education legislation. We asked them not to send us the usual well-worded and high-sounding resolutions telling us that everything should be better, but not telling us how to make it better. But we asked them instead to follow the format of examining, section by section, the existing law and to give us their opinion as an organization on whether the law should be changed, retained, or eliminated. And, if they recommended change, to give us rationale for it.

As a result of that invitation to the 50 organizations, we discovered that there were 60 organizations which wanted to respond and there was one that we actually received a formal response from before February. The purpose was really for two reasons; one, it was an eye opener for me that there were that many organized special interest groups in higher education. I had guessed at around 40 or 50, but also it's been the first time that we've ever been able to get higher education really to respond within a reasonable time to this kind of a request, and every one of them had their suggestions in before we started the hearings, early in March.

This differs from past practice and permits us to use a different format for the hearing. Instead of asking groups to come in to testify across the whole spectrum, we have systematically started with the hearings at the first titles of the act and worked toward the back. We have concentrated the focus of each of the hearings on a particular part of the Higher Education Act, rather than a general discussion by interested parties of all of the education provisions, thereby avoiding the use of a lot of time discussing issues everybody is in agreement on anyway.

Today's hearing will focus on title V of the act, Teacher Corps and teacher training programs.

Immediately to Congressman Buchanan's right is a professional staff member representing the minority here today, Jenny Vance, who is an expert on the contents of this legislation.

To my left is a former resident of Michigan, Dr. Thomas Wolanin. He comes from the East Side of Detroit by way of Congressman Lucien Nedzi's office, Oberlin College, the University of Wisconsin, and Harvard University.

The Teacher Corps program is intended to act as a supplement to title I of the Elementary and Secondary Education Act, by broadening teacher preparation programs through cooperative arrangements with local school districts and colleges and universities.

The program is designed to strengthen the educational opportunities available to children in areas where there are concentrations of low-income families. Teacher Corps has received an appropriation of about $37.5 million for the last 5 years. Here in Michigan, Teacher Corps projects between Michigan State University and the Lansing School District, Western Michigan University and the Battle Creek School District and Oakland University and the Farmington School District will receive about $600,000 in this fiscal year.

Also, during the past year Michigan has been involved with three other States—New York, Oregon, and West Virginia—in working on a project funded through Teacher Corps to develop a prototype model for State planning of inservice education.

The teacher center program is intended to assist the local school districts and institutions of higher education in operating teacher centers designed to improve school curricula and the inservice development of teachers.

Because of the minimal appropriation for the teacher center program—only $8.2 million in fiscal year 1979 and $13 million in fiscal year 1980—the competition for teacher center grants has been especially keen. Last year a total of 15 school districts and groups of school districts in Michigan competed in the screening by the State department of education for submission to the U.S. Office of Education.

We will hear today from representatives of a consortium of seven school districts in Wayne County—Livonia, Plymouth-Canton, Redford Union, Inkster-Cherry Hill, Garden City, Northville, South Redford—which has had the benefit in fiscal year 1978 of a $130,000 Federal teacher center grant.

We have panels of witnesses arranged this morning, but we'd like to start off with Hon. Richard Young of Dearborn Heights, which is in my congressional district, from the Michigan State Legislature.

We're very pleased to have Representative Young here speaking for the legislature, not only because of the statute he has with that body, but because he's a longtime personal friend. Those of you who know him as I do, know that he is one of the very best representatives in the legislature and certainly a longtime friend of education.

Dick, I understand that your statement was prepared by the house appropriations committee, is that correct?

Mr. YOUNG. Correct.

Mr. FORD. We have a statement submitted to the committee by Representative James O'Neill, Jr. of the the 85th district, Michigan House of Representatives, house appropriations committee, chairman of the Subcommittee on School Aid and the Department of Education.

Without objection, that statement will be inserted at this point in the record, and, Dick, you may proceed to add to it or comment on it. I think that will be most helpful to the record.

[Prepared testimony of Representative O'Neill follows:]

House of Representatives

REPRESENTATIVE
JAMES E. O'NEILL, JR
85TH DISTRICT
STATE CAPITOL BUILDING
P. O. BOX 30014
LANSING, MICHIGAN 48909
PHONE: AREA 517—373-0152

APPROPRIATIONS

May 23, 1979

TO: Honorable William D. Ford, Chairman
Subcommittee on Postsecondary Education
House Committee on Education and Labor
United States House of Representatives

FROM: Testimony of Representative James E. O'Neill, Jr.
85th District, Michigan House of Representatives
House Appropriations Committee
Chairman, Subcommittee on School Aid and
Department of Education

SUBJECT: Reauthorization of the Higher Education Act of 1965,
P.L. 89-329 Title V, Section 511, National Teacher Corps

May 25, 1979 - Wayne Intermediate School District

I am pleased to be afforded this opportunity to testify before the Subcommittee on Postsecondary Education concerning the reauthorization of the Higher Education Act of 1965, specifically Section 511 dealing with the National Teacher Corps and Teacher Center programs. I am aware of the National Teacher Corps program currently funded in the state of Michigan at Oakland University and the Farmington school district. In addition, I understand two similar programs have received approval at Western Michigan University with the Grand Rapids school district and Michigan State University with the Lansing school district. The funding of those demonstration projects is appreciated. But my remarks, today, will be confined to the funding of Teacher Professional Development as this is a priority issue the state of Michigan is most concerned with at this time.

The Michigan Legislature initially funded Teacher Professional Development in the 1974-75 fiscal year at Wayne State University for a Detroit based program. At about the same time many other school districts initiated local programs and called upon the legislature, through the Department of Education, for support. The legislature expanded its support by funding two additional programs in Kalamazoo and the Kent County area. As of 1978-79 an amount of $650,000 was allocated for teacher professional development programs. The increased demand for additional funding prompted the legislature to require the Department to provide it with a statewide plan for professional development programs during the 1978-79 budget process.

The department contracted with a private consultant and a plan was submitted. This plan along with others submitted during the current budget process is being considered at this time to provide for a statewide network of professional development programs accessible to all professional staff in the state. It is estimated that the new plan now under consideration will call for funding in the neighborhood of $3 million.

It is my sincere feeling that the legislature of the state of Michigan has, in process, the nucleus for the beginning of a model program for professional staff development. There are three ingredients deemed essential to promote the success of such a plan, they are: 1. an equitable program including all of Michigan's professional staff; 2. local control by a local board consisting of a majority of teachers that shall include administrators, board members, parents, and other support personnel; and 3. funding predicated on entitlement which minimizes the possibility of a bureaucratic layer and the attendant administrative costs.

Heretofore we have funded three centers within the state encompassing 21% of the state's 113,250 professional staff at a cost of $650,000. The current proposal under consideration will fund all eligible professional staff in every school district at a level of $25 per person. An added incentive of $10 per person is provided those districts or consortia of districts containing 750 or more professional staff. The initial cost of this program is estimated at $3.2 million. In addition, funding for administration, monitoring, and resource assistance is provided through an office of professional development within the Department of Education.

In order to protect the integrity of each local program it was deemed desirable that a local policy board determine the needs assessment of the district. This would ensure a direct benefit to local staff and children by addressing those concerns paramount to that district.

A final ingredient considered essential is insurance that funds appropriated for staff professional development.....reach that staff without a filtering for unnecessary bureaucratic costs. Centers are felt to be the antithesis of this concept. We want the funding to get to those on the "firing line" with a minimum amount earmarked for overhead.

Although we feel this is an equitable approach, and hopefully consistent with available state resources, it will severely tax an already constrained 1979-80 budget. Recognition by this subcommittee, of what the state of Michigan is attempting to develop, in the form of additional funding supportive of professional staff development programs would be most advantageous to the teaching community and children of this state.

Thank You

STATEMENT OF HON. RICHARD YOUNG, MICHIGAN STATE LEGISLATURE

Mr. YOUNG. Could you put in the record that I also passed out handbills for Bill Ford?

Representative O'Neill has been the chairman of the Subcommittee on Education for House Appropriations, I believe, for the last 6 years. I'm also a member of that subcommittee. I'm like Mr. Buchanan; I'm very cooperative, and being cooperative, that's why I'm here today, because Representative O'Neill, to tell you the truth, is afraid he might run out of gas and be unable to get back to Saginaw. He asked me to come before you today to tell you our reactions, and that is the Michigan Legislature's reaction, to the issue of teacher centers for staff development. And, we've been very slow in making any progress in this area and I believe the statement will give the background as to how the Michigan Legislature has approached this problem.

The statement states that: I am pleased to be afforded the opportunity to testify before the Subcommittee on Postsecondary Education concerning the reauthorization of the Higher Education Act of 1965. I am aware of the national Teacher Corps program currently funded in the State of Michigan at Oakland University and the Farmington school district. In addition, I understand that these two similar programs have received approval at Western Michigan University with the Battle Creek School District and Michigan State University with the Lansing school district. The funding of those demonstration projects is appreciated. But my remarks, today, will be confined to the funding of teacher professional development as this is a priority issue the State of Michigan is most concerned with at this time.

The Michigan Legislature initially funded teacher professional development in the 1974–75 fiscal year at Wayne State University for a Detroit-based program. Now, that's the first time we ever spent the money as such, and that was at Wayne State and was strictly for Detroit.

At about the same time many other school districts initiated local programs and called upon the legislature, through the department of education, for support. The legislature expanded its support by funding two additional programs in Kalamazoo and the Kent County area. Kent County; that's in the Grand Rapids area. It's the second largest city in our State.

As of 1978–79 an amount of $650,000 was allocated for teacher professional development programs. The increased demand for additional funding prompted the legislature to require the department to provide it with a statewide plan for professional development programs during the 1978–79 budget process.

To tell you the truth, what happened was we weren't too happy with the results that we had received up to that time and we asked the department to come back to us. After making a study as to how we were going to go, we were really not too happy with the Detroit-Wayne State program at that time.

The department contracted with a private consultant and a plan was submitted. This plan along with others submitted during the current budget process is being considered at this time to provide for a State network of professional development programs accessible to all professional staff in the State. We now believe that this will call for funding in the neighborhood of $3 million of State funds.

It is my sincere feeling that the legislature of the State of Michigan has, in process, the nucleus for the beginning of a model program for professional staff development. There are three ingredients deemed essential to promote the success of such a plan: One, an equitable program including all of Michigan's professional staff; two, local control by a local board consisting of a majority of teachers that shall include administrators, board members, parents, and other support personnel; and three, a funding predicated on entitlement which minimizes the possibility of a bureaucratic layer and the attendant administrative costs. We would like the money to get right down to the grassroots, building by building.

Heretofore we have funded three centers within the State encompassing 21 percent of the State's 113,000 professional staff at a cost of $650,000. The current proposal under consideration will fund all eligible professional staff in every school district at a level of $25 per professional person. An added incentive of $10 per person is provided those districts or consortia of districts containing 750 or more professional staff. The initial cost of this program is estimated at $3.2 million. In addition, funding for administration, monitoring, and resource assistance is provided through the office of professional development within the department of education.

In order to protect the integrity of each local program it was deemed desirable that a local policy board determine the needs and the assessments of the district. This would insure a direct benefit to local staff and children by addressing those concerns paramount to the district.

A final ingredient considered essential is insurance that funds appropriated for staff professional development reach the staff without a filtering for unnecessary bureaucratic costs. Centers are felt to be the antithesis of this concept. We want the funding to get to those on the "firing line" with a minimum amount earmarked for overhead.

Although we feel this is an equitable approach, and hopefully consistent with available State resources, it will severely tax an already constrained 1979–80 budget. Recognition by you gentlemen of what the State of Michigan is attempting to develop, in the form of additional funding supportive of professional staff development programs would be most advantageous to the teaching community and children of our State.

So, what we're really telling the Congress is we are starting down a new road; we haven't really been there before, and the Governor has made a recommendation in his budget and the legislature so far is following through with the same type of concept. And, we want you to know what we're doing and we hope that you'll review it and keep your eye on us and see if something good comes of it, and if so, try to assist us in the future.

Mr. FORD. Thank you. I would like to make one observation.

About 1½ years ago we held the hearings at the University of Alabama in Birmingham, and by coincidence just about everyone who testified for business and universities and Government agencies started off by telling us how much of their background was related to Michigan and how many years they attended school in Michigan.

And, I got the impression that everyone there graduated from one of our institutions. The only defense I have is that we have a fine State representative in Gary Owen, a powerhouse on the subject of higher education from your city, Birmingham, Ala.; we figure we got the better of the deal. John certainly is a fine example for your people here.

Mr. YOUNG. Gary is from Birmingham, Ala., and he's trying to get everybody in Michigan to invest in property in Alabama.

Mr. BUCHANAN. We're certainly glad to have missionaries in Michigan. As a matter of fact, it is a great pleasure to be here in Wayne again, and it's always a pleasure to be in Bill Ford's district.

I must say that surely you have to be aware here of Bill Ford's leadership in education on a national level. There is not any person in public office who has had more to do with the writing of education legislation now on the books at the Federal level and in Federal support of education. And, you are to be commended for his leadership. And, as we look forward in this Congress to the reauthorization of the higher education programs, when that leadership will once again be of vital importance not only to Michigan, but to the whole United States.

I want to commend you for what you're doing in Michigan. The programs are done, surely, with State funds, I gather?

Mr. YOUNG. Thus far.

Mr. BUCHANAN. Thus far.

Mr. YOUNG. We're looking. If you've got any extra dollars, we could use them.

Mr. BUCHANAN. I understand there are only five States to my knowledge who do put their own moneys into teacher centers of which you are one, and I can't think of a better investment.

As you're aware, we're looking at our own teacher corps, teacher center Federal investments in this hearing, and as we are in the reauthorizing period, one of the things we don't want to do is to simply substitute State money for Federal money. Anything we can do to encourage other States to follow Michigan's leadership in this manner, any way we can strengthen your hand and help, I think you'll find our sympathy.

Mr. YOUNG. Thank you.

Mr. FORD. Thank you, very much.

We have a panel consisting of Dr. Lee Dean, deputy dean, College of Education, Michigan State University; Dr. Thomas F. Ryan, Department of Education and Professional Development, College of Education, Western Michigan University; Ms. Minnie Wheeler, director, Teacher Corps, Lansing school district, and Dr. Jacqueline Lougheed, associate professor, School of Human and Educational Services, Oakland University.

Would you come forward?

Without objection, the prepared testimony of each of the members of this panel will be inserted in full into the record at this point and we will ask the members of the panel to make their additional comments starting with Ms. Wheeler who I understand has had a time restraint this morning.

[Prepared statements referred to follow:]

TESTIMONY AT HEARINGS OF POSTSECONDARY EDUCATION SUBCOMMITTEE REGARDING REAUTHORIZATION OF THE HIGHER EDUCATION ACT

I am Leland Dean, Associate Dean of the College of Education at Michigan State University. I am speaking in behalf of Dean Keith Goldhammer and the College of Education at our institution.

Our College has been involved with the Lansing School District in the conduct of Teacher Corps programs for the last nine years and, although we have not been directly involved in a federally-supported Teacher Center program, we have had close working relationships with public schools in Michigan conducting inservice programs for teachers and learning support personnel. We, therefore, appreciate this opportunity to share with this subcommittee some of our experiences with these programs over the past several years.

Our overall assessment of Teacher Corps and Teacher Centers indicates that major alterations of these programs are not required. However, we would like to say that we enthusiastically support the efforts of Congress to broaden and strengthen the opportunities for teachers to continue their professional development while on the job. In Michigan more than three-fourths of all teachers have continuing certificates and are thus legally licensed to teach for as long as they wish without ever having to update their skills. More than half of the teachers already have master's degrees and are not likely to seek further formal training. Thus, with the low turnover rate among teachers we are presently experiencing, it becomes imperative that opportunities for continuing professional growth be provided to our presently employed educational personnel.

WHILE WE HAVE NO SPECIFIC CHANGES TO RECOMMEND REGARDING TEACHER CORPS AND TEACHER CENTER LEGISLATION, WE WOULD LIKE TO SHARE SOME THINGS WE'VE LEARNED AND TO MAKE SOME SUGGESTIONS.

THE TEACHER CORPS PROJECTS CONDUCTED IN COOPERATION WITH OUR NEIGHBORS IN LANSING HAVE BENEFITED OUR INSTITUTION IN MANY WAYS. AMONG THESE BENEFITS ARE SUCH THINGS AS:

(1) OPPORTUNITIES TO DEVELOP AND TEST NEW CONTENT FOR TEACHER EDUCATION PROGRAMS IN SUCH AREAS AS MULTICULTURAL, BILINGUAL, AND SOCIAL-EMOTIONAL EDUCATION.

(2) RECEIPT OF INPUT FROM PUBLIC SCHOOL TEACHERS, ADMINISTRATORS, AND COMMUNITY LEADERS CONCERNING CONTENT TO BE INCLUDED IN TEACHER PREPARATION PROGRAMS.

(3) OPPORTUNITIES FOR TEACHER EDUCATORS TO KEEP UP TO DATE ON NEEDS OF PUBLIC SCHOOL PERSONNEL THROUGH CONSTANT CONTACT WITH THE SCHOOL AND ITS TEACHERS.

(4) STAFF DEVELOPMENT OPPORTUNITIES FOR NEW AND EXPERIENCED TEACHER EDUCATORS.

(5) A SETTING FOR THE FIELD TESTING OF NEW EVALUATION/DOCUMENTATION TECHNIQUES FOR EVALUATING INSERVICE EDUCATION EXPERIENCES AND INSERVICE MODELS.

INSERVICE PROGRAMS FOR BEGINNING TEACHERS

WE WOULD URGE THAT PLANNERS OF INSERVICE PROGRAMS FOR TEACHERS GIVE SPECIAL ATTENTION TO SUPPORT SERVICES FOR BEGINNING TEACHERS. EDUCATION IS NOTORIOUSLY WEAK IN PROVIDING PROGRAMS FOR INDUCTION OF NEW ENTRANTS INTO THE PROFESSION. BEGINNING TEACHERS ARE OFTEN PLACED IN DIFFICULT ASSIGNMENTS VACATED BY EXPERIENCED PEOPLE WHO HAVE "BID OUT" TO MORE ATTRACTIVE ASSIGNMENTS. STILL THEY ARE EXPECTED TO PERFORM AT A LEVEL OF EXCELLENCE EQUAL TO THAT OF THE EXPERIENCED TEACHER. NO PRE-INDUCTION PROGRAM CAN PREPARE TEACHERS

FOR SUCH A CHALLENGE.

NEITHER COLLEGES OR UNIVERSITIES NOR LOCAL SCHOOL DISTRICTS HAVE RENDERED CONSISTENT AND EFFECTIVE HELP TO BEGINNING TEACHERS. WHAT IS NEEDED IS FURTHER DIRECT ON-SITE ASSISTANCE TO FLEDGLING PROFESSIONALS TO HELP THEM MORE ADEQUATELY COPE WITH THE REAL WORLD PROBLEMS OF THE PUBLIC SCHOOL CLASSROOM. WE MUST SUPPORT THESE FIRST-YEAR TEACHERS IN THE FIELD WHERE A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM CAN BE SUSTAINED THROUGH A PARTNERSHIP OF FIELD-BASED AND UNIVERSITY PROFESSIONAL PERSONNEL. IN SUCH AN INTERNSHIP ENVIRONMENT, MEANINGFUL ELEMENTS CAN BE ADDED WHICH WILL BRING TOGETHER PRESERVICE AND INSERVICE EDUCATION WITH A COMMON EDUCATIONAL THRUST AND FORMAT.

WE HAVE HAD A GREAT DEAL OF EXPERIENCE AT MICHIGAN STATE UNIVERSITY WITH PROGRAMS FOR BEGINNING TEACHERS THAT PROVIDE EXTENSIVE OPPORTUNITIES FOR PROFESSIONAL GROWTH THROUGH INDIVIDUAL ASSISTANCE AND PLANNED GROUP ACTIVITIES. WE HAVE FOUND IMPORTANT WAYS TO HELP BRIDGE THE GAP BETWEEN COLLEGE COURSE WORK AND THE PUBLIC SCHOOL CLASSROOM BY HELPING THE NEW TEACHER RELATE THEORY TO PRACTICE. THESE EFFORTS HAVE PROVIDED AN IMPORTANT NEW DIMENSION IN TEACHER PREPARATION, AND WE RECOMMEND THAT MORE ATTENTION BE GIVEN NATIONALLY TO THE PROFESSIONAL GROWTH OPPORTUNITIES MADE AVAILABLE TO NEW ENTRANTS TO THE TEACHING PROFESSION.

IN THIS REGARD, WE APPLAUD THE CURRENT EFFORT OF THE NATIONAL INSTITUTE OF EDUCATION TO CONSOLIDATE WHAT HAS BEEN LEARNED FROM THE VARIOUS SUPPORT PROGRAMS FOR BEGINNING TEACHERS USED IN THE RECENT PAST. THE EXPERIENCES OF SCHOOL SYSTEMS AND INSTITUTIONS OF HIGHER EDUCATION THAT HAVE ESTABLISHED

SUCH PROGRAMS SHOULD BE USED TO GUIDE THE GROWTH OF NEW PROGRAMS.

Common Elements of Successful Programs

It has been our experience that most successful inservice activities for teachers have certain things in common.

(1) The initiative for the request for inservice education must come from groups of teachers who accept the challenge for growth and change. Unless teachers want to be helped, the efforts will be futile.

(2) Inservice activities must be structured around problems identified by teachers and planned jointly by teachers, administrators, and those from higher education institutions who are going to provide the consultant help.

(3) Ideally, an inservice program should involve the entire staff of a particular school. Teachers working in this setting can be mutually reinforcing and, with common goals, can bring about readily visible improvements in a school program.

(4) School principals should be involved with the staffs of their schools in planning, executing and evaluating such inservice activities. Principals are often the key to success or failure of professional growth activities leading to improved learning opportunities for youngsters in the classrooms. Their involvement with teachers in all phases of inservice program operation is critical.

(5) Professional development programs must be scheduled on a continuing basis. One-shot messages can be entertaining and make teachers feel good, but lasting results seldom occur from such activities. Ideally, follow-up with each teacher in his/her classroom should be a part of a

LONG-RANGE ONGOING PLAN.

(6) TIME FOR PROFESSIONAL GROWTH PROGRAMS SHOULD BE BUILT IN AS A REGULAR PART OF A TEACHER'S WORK ASSIGNMENT. INSERVICE ACTIVITIES HELD AS AFTER SCHOOL OR WEEKEND ADD-ONS DO NOT FIND TEACHERS WHO ARE PSYCHOLOGICALLY READY FOR SUCH SESSIONS. WE WOULD STRONGLY FAVOR EXTENDING THE LENGTH OF THE TEACHER'S WORK YEAR TO INCLUDE A SIGNIFICANT NUMBER OF DAYS SET ASIDE FOR PROFESSIONAL DEVELOPMENT PROJECTS.

LEADERSHIP PERSONNEL NEEDED

AS INSERVICE PROGRAMS FOR TEACHERS HAVE INCREASED IN RECENT YEARS IT HAS BECOME APPARENT THAT TRAINED LEADERSHIP IN THIS AREA IS LACKING. THEREFORE WE WOULD URGE THAT FINANCIAL RESOURCES BE PROVIDED FOR INSTITUTIONS OF HIGHER EDUCATION OR CONSORTIA CONSISTING OF AN INSTITUTION OF HIGHER EDUCATION AND ONE OR MORE LOCAL EDUCATION AGENCIES TO ASSIST IN IMPROVING THE QUALIFICATIONS OF PERSONS WITH RESPONSIBILITY FOR DESIGNING, DELIVERING, AND EVALUATING STATE AND LOCAL SCHOOL STAFF DEVELOPMENT PROGRAMS.

PERSONS TRAINED WOULD HAVE THE SKILLS TO (A) RESPOND TO VARIOUS PLANNING MANDATES ESTABLISHED BY FEDERAL LAW, (B) DEVELOP SCHOOL CAPACITY-BUILDING PROGRAMS FOR BOTH INDIVIDUAL SCHOOLS, AND OTHER INSTITUTIONS WHICH MAKE UP THE PROFESSIONAL DEVELOPMENT DELIVERY SYSTEM, AND (C) EVALUATE AND MODIFY SUCH PROGRAMS. AMONG THOSE WHO WOULD BE SERVED ARE STATE CERTIFICATION OFFICERS, THOSE WHO PROVIDE TECHNICAL ASSISTANCE TO THE TEACHER CENTERS, THOSE WHO UNDERTAKE NEEDS ASSESSMENTS FOR SCHOOLS, STAFF DEVELOPMENT SPECIALISTS, AND BUILDING PRINCIPALS.

SCHOOLS OF EDUCATION ASSISTANCE ACT

OUR COLLEGE WILL ALSO SUPPORT THE SCHOOLS OF EDUCATION ASSISTANCE ACT OF 1979, WHICH WAS INTRODUCED IN THE HOUSE OF REPRESENTATIVES EARLIER THIS MONTH BY CONGRESSMAN WEISS. THIS BILL CALLS FOR PROVISION OF GRANTS-IN-AID DURING THE NEXT FIVE YEARS TO ASSIST SCHOOLS OF EDUCATION IN RETRAINING FACULTY. FURTHER, THIS BILL WOULD DIRECT THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE TO REVIEW CURRICULUM CONVERSION PROBLEMS, GRADUATE PLACEMENT, AND INTERCOLLEGIATE PLANNING. THE DEPARTMENT WOULD BE RESPONSIBLE FOR REVIEWING FINANCING TO SCHOOLS OF HIGHER EDUCATION AND REPORT TO CONGRESS IN 1981 WITH RECOMMENDATIONS FOR THE FEDERAL ROLE IN THIS AREA.

THIS LEGISLATION, IF PASSED, WILL HELP EDUCATORS AND EDUCATIONAL INSTITUTIONS RESPOND TO NEW AND INCREASING OPPORTUNITIES WHILE COPING WITH CURRENT PROBLEMS. WE URGE ITS PASSAGE.

THANK YOU FOR THE OPPORTUNITY TO SHARE OUR EXPERIENCES AND RECOMMENDATIONS WITH YOU.

5/25/79

Testimony
Prepared for a Hearing
Subcommittee on Postsecondary Education

Wayne, Michigan
May 25, 1979

Dr. Thomas F. Ryan, Chairman
Department of Education and
Professional Development
Western Michigan University
Kalamazoo, Michigan

I am Dr. Tom Ryan, Chairman, Department of Education and Professional Development, Western Michigan University, Kalamazoo, Michigan.

Speaking as a representative of the College of Education at Western Michigan University, I wish to thank Mr. Ford and members of the Committee for the opportunity to testify regarding the reauthorization of the Higher Education Act. I am particularly pleased to be able to comment on the Teacher Center and Teacher Corps programs authorized by Title V of the Act.

As a representative of higher education, I have had the unique opportunity to be involved in both programs. As Associate Dean of the School of Education at Georgia State University, I participated as institutional representative to the Cycle 6 Teacher Corps Project in Atlanta, Georgia. As Chairman of the Department of Teacher Education at Western Michigan University, I coordinated the development and wrote the successful proposal submitted cooperatively with the Grand Rapids Public Schools for a Cycle 10 Project designed to develop a Training Complex. That project was refunded under Cycle 12. This year we submitted a proposal under the Teacher Corps Project '79 in cooperation with the Battle Creek Public Schools. We have been notified that our proposal has been accepted and we look forward to a mutually beneficial five-year relationship with the Battle Creek Public Schools.

Experience with the Teacher Corps provided excellent background to participate in the initiatives of the Michigan Department of Education under the leadership of Dr. John W. Porter to establish state-supported Teacher Centers Acting both as a representative of Western and as Co-Chairperson of the State Advisory Council on Teacher Preparation and Professional Development, I was privileged to serve on the committees which established criteria for the out-state centers and for the development of a state plan for professional development.

As the State moved to implement the concept of Teacher Centers, I was invited to participate in the development of proposals for both the Kent County and Region 12 areas. When both proposals received State support, I was named to the respective Policy Boards.

In the initial round of the Federal Teacher Center program, I authored Western's proposal for a university-based center designed to serve a sixteen-county area, either directly or in cooperation with the two state-funded centers. A central feature of the proposal was the redirection of university resources to the delivery of direct non-credit services under the direction of a Policy Board which conformed to the federal guidelines. Although that proposal was unsuccessful, the College of Education at Western has continued to support the Teacher Center experiment and, in fact, to attempt to implement elements of the proposal itself.

This personal background is provided as an indication of my involvement in and interest in both Teacher Corps and Teacher Centers; I appear as a supporter of both programs.

Introduction

Public education in the last quarter of the century faces new and pressing problems. The '50s and '60s were times of expanding enrollments, expanding budgets, expanding curricula, and expanding school staff. The challenge to educators was to provide options and alternatives to more and more students in an attempt to help each learner reach full potential and, consequently, to meet the needs of our society for an educated, technically competent populace. Education policy makers responded to the challenge by adopting the growth model which had gained wide acceptance in business and industry. That growth model called for specialized curricula, differentiated staffing employing large numbers of education specialists, and organizing learners in groups according to academic needs and aspirations.

Legislative initiatives and judicial decisions during this same period, however, set the stage for conflict with the directions educators had set. Our perceived mandate to produce excellence came, apparently, in conflict with new mandates for equal access. At the same time, new social consciousness among women and minority groups expanded the voice of consumerism to the schoolhouse. Again, the school's traditional role of fostering the "melting pot" philosophy was modified to promote a "multi-cultural" society. These directions were reinforced or sanctioned by legislative action and judicial decisions in areas such as bilingual education and mainstreaming.

The early '70s were marked by a new twist in curriculum development. Mandated programs, such as career education, metric education, health education, consumer economics, etc., placed new demands on the entire education community. The impact of these developments was heightened by the fact that the baby boom of the '50s and '60s had passed and many local schools experienced dramatic decreases in school enrollment. Economic conditions in the country also began to affect our schools as operating costs rose rapidly and citizens concerned about the impact of all these factors on their lives found it more difficult to support requests for additional funds.

Through all of this, the burden to maintain quality education has fallen most heavily on those teachers, administrators, and school board members responsible for education in local schools across the nation. They have expanded and redirected in response to changing local and national needs. Once again, they find themselves at a crossroads. The critical question they must answer is, "How do we provide the best possible education for our citizens in a time of economic difficulty utilizing current facilities and, most importantly, employing a stable school staff?"

It is in this last area, school staff, that many education leaders see the hope for the maintenance and improvement of quality education. Despite massive expenditures for new curriculum design and instructional materials, we are faced with widespread dissatisfaction with the results of public education. School personnel cannot be held solely responsible for the results of education in institutions beset by so many variables. However, analysis of school budgets reveals that 80% or more of most school expenditures are for personnel. At the same time, attempts to isolate variables which foster learning continually return to the teacher as the most influential factor in student achievement. Many education leaders point to these facts and suggest that the key variable for success in education in the next twenty-five years may very well hinge on our ability to assist school staffs to provide educational experiences which result in a match between student performance and societal expectations. National interest in programs to help teachers meet classroom needs, variously referred to as professional development, inservice education, continuing education, and staff development, provide a focal point for collaborative efforts to insure the quality of education. Chief among these efforts are the federal Teacher Corps and Teacher Center initiatives, which are the subjects of today's hearings. My intention is to comment on the impact of these programs in the broader scope of school improvement, which justifies their continuance, and to speak to their impact on institutions of higher education with specific reference to improved programs for teacher preparation and continued professional development.

THE STATE OF THE SCENE

The context of public education has changed significantly, making it much more difficult for school staffs to provide quality experiences for all students. In the past we have relied on individual teachers' initiative to pursue continued professional growth. Motivated by certification requirements and salary benefits, teachers pursued graduate programs at colleges and universities. Those programs were designed to serve teachers from many schools who might each be expected to move to several different schools in the course of their teaching career. Those programs were not designed to treat the needs of specific school systems. This is not to say that such programs did not exist. The emphasis was, however, on individual improvement--often at individual expense.

As school staffs stabilize, many of the motivational factors--such as certification requirements and salary increments--no longer play a predominant role. For example, in Michigan approximately 77% of the 100,000 public school teachers have met all requirements for full continuing certification and over 75% have reached the top of their local salary schedule. At the same time, teachers individually and collectively have voiced their need for continued, well-planned, job-related programs to help them meet their own as well as society's expectations. The problem simply stated is:

> to develop a support system which will assist school staffs in providing education experiences which will result in a match between student performance and societal expectations.

Both federal initiatives--Teacher Centers and Teacher Corps--seek to explore new mechanisms and relationships designed to solve the problem.

Staff Development Defined

To begin with, the following definition of staff development is offered:

> Staff development is a planned and organized effort to: (1) provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with student incentive and potential, (2) meet additional developmental needs of students, and (3) meet the specific needs of staff that may or may not be related to cognitive outcomes.

School staff refers to all personnel employed by a school system who are responsible for delivering instruction or instructional support services to students. There follows, then, these givens:

1. Although staff development is a process designed to serve education ends, it is in large measure a political process in which competing groups vie for influence and/or control.

2. Staff development programs may be designed to achieve many objectives, including individual career renewal; however, in order to gain wide support, the primary objective must be improved student performance.

3. The debate over control of education decision-making has blurred traditional relationships among education agencies, organizations, and institutions; however successful staff development is a collaborative effort requiring clear definition of roles and relationships among those groups involved in the process.

4. The interaction of expectations for schools and perceptions of the degree to which they are achieved extends beyond staff development to include increasing concern for the total professional development of teachers, including preservice preparation programs.

5. Economic conditions in the foreseeable future indicate that staff development will compete for support with other programs within increasingly restricted budgets.

6. Although traditional incentives become less effective as teachers achieve continuing certification and approach salary maxima, educators perceive the need for staff development to maintain quality education.

Both the Teacher Corps and the Teacher Center programs provide opportunities to explore these givens and to identify the full range of alternative implications or answers in the interest of improved education for all our children.

There seem to be four critical questions which might be addressed from the perspective of higher education:

Are these federal programs necessary?

Should they continue as separate programs?

What is the role of the IHE in these programs?

What impact do they have on IHEs?

Are These Federal Programs Necessary?

While responding with a resounding "Yes," it is well to keep before us the context in which we operate. Few pieces of education have spawned the interest shown in the federal Teacher Center program. And Teacher Corps very existence for fifteen years in a changing education scene is tribute to its wide support. Both programs seek to improve schools; Teacher Centers through staff development, Teacher Corps through a five-pronged approach in which staff development also provides a central focus. But why staff development for school improvement?

A quick review of the past thirty years shows clearly that we have passed through two earlier cycles of school improvement plans. The late forties and early fifties saw the adoption of more rigorous certification and licensure acts, as well as the introduction of tenure and higher education's response--the master's degree. The assumption appeared to be that if a community could hold a staff or enough staff members long enough to gain tenure and continuing certification, quality schools would result. Events of the late fifties, such as Sputnik, led to the introduction of a new thrust in school improvement--massive curriculum development projects. One got the impression, particularly if you were in the classroom, that the effort was designed to "teacher-proof" the schools. Curricula were designed, developed, and implemented often with little or no involvement on the part of those individuals most directly affected--classroom teachers. The early seventies brought a further shift in focus to the place we find ourselves today--staff development.

These points are mentioned only to highlight the fact that each was an act of faith. Each was entered into on the basis of a logic which indicated that intensive efforts on their behalf would result in noticeable, if not dramatic, improvement in the quality of education. Each failed to produce results deemed adequate to signal unquestioned success. And the question is, "Why?"

I would suggest that the answer lies in two aspects of typical school improvement plans. First, they are inadequately conceptualized and second, they tend to address so minute a portion of what we call schooling as to be in large measure useless. Both of the programs in question seek to avoid these pitfalls.

Teacher Corps' experience has provided extensive opportunities to explore total organizational and programmatic dimensions and their dynamic interplay from the initial identification of parties to be involved through personnel selection and community involvement to program specification, delivery, and documentation. Each project faces the multitude of problems encountered daily by practitioners. These encounters provide opportunities to explore alternatives within the local Teacher Corps project community with the support of the entire national Teacher Corps family.

By contrast, Teacher Centers in their initial stages of development focus attention specifically on the instructional staff. Centers currently in existence serve populations as small as an individual school building or as large and diverse as a multi-system consortium. The approach which undergirds the Teacher Center movement is that of collaborative efforts of educators assessing their own needs, designing experiences, identifying resources, delivering and evaluating programs.

In each case, the project must deal with the political, economic, and social, as well as the educational, questions. Each prospers to the degree that its mission is clearly conceptualized and understood by all participants, as well as to the extent that each participant understands the role they are to play.

Both Teacher Centers and Teacher Corps provide essential direct experience in the conceptual development of programs to address broad ranging school improvement needs. Evidence suggests that such efforts are seldom undertaken by local school districts on their own initiative. Thus, the programs and the experiences they provide are essential.

Should They Continue as Separate Programs?

Again record an emphatic "Yes!" Staff development as a major thrust in school improvement is in its infancy. We simply do not know enough about what works to begin to limit options. There are advantages to be gained; for example, by closely examining the relative affects of the differing coalitions involved in the two programs. Teacher Centers bringing together teachers and administrators with token representation to school boards, the public, and higher education may be contrasted with Teacher Corps which links a school district and an institution of higher education together in a five-year effort. The question of the affects of resource identification and accessibility alone makes the continuance of the programs in their separate states essential.

Documentation efforts should be stressed in the interest of capturing not only those prized changes in staff and student performance, but more importantly in an effort to capture the changes in the texture of the school or schools in which project activities reach their ultimate targets. And although separate, there must be joint efforts to share what is learned and to disseminate that information to the field.

What is the Role of the IHE in These Programs?

Perhaps it is best to begin by asserting that our role is not to bemoan the loss of control or the infringement of our territorial imperative. Nor is it to sit on the sidelines second-guessing and hoping that it will all go away.

Our role is certainly greater than it appears in the enabling Teacher Center legislation. In Teacher Corps we are equal partners who have, in the course of fifteen years, learned that we are not first among equals. In Teacher Centers (often as a minority of one) we have the luxury of speaking on behalf of students, of playing the arbiter, of learning, and, on occasion, teaching.

Although control of Teacher Centers must obviously rest with practitioners, the IHE must be considered in two vital dimensions to insure those centers ultimate success. First, we constitute a rich resource of human knowledge, skill, and experience which can both provide needed services, and support, and extend the efforts of others. Second, if all teachers are to receive the benefits of staff development in the face of restricted budgets, it seems obvious that the resources of the schools, colleges, and departments of education must be brought into the arena.

In each case, through their representatives, institutions of higher education have the opportunity to forge new alliances, to accede gracefully to the reality that teacher education in its broadest sense is a shared responsibility in which the college of education may play a leadership role, but in which many other individuals, agencies, and organizations also have a vital role to play.

Our role is to learn from the experience with the politics of staff development how to institutionalize the most productive elements of Teacher Corps and Teacher Center projects. Our focus ought to be to link those experiences and our own in an effort to reconceptualize teacher preparation and professional development as a continuum beginning the day an individual declares the wish to pursue education as a profession and continuing as long and as far as that individual carries their commitment. What we must learn through Teacher Corps and Teacher Centers is that the commitment of an individual to the profession must be met with an equal commitmnt from us--the people who are the profession to support their efforts.

What Impact do These Programs Have on IHEs?

Four years of direct involvement in the Teacher Corps have yielded substantial benefits to the programs and personnel of the College of Education at Western Michigan University. Those affects, including a list of specific products, are discussed in the next section.

I would like to take a moment to indicate that although we are not a direct participant in the Teacher Center program, it has affected us. In anticipation of the emerging Teacher Center legislation, the Department of Education and Professional Development in the fall of 1977 established an External Advisory Council composed of thirteen classroom teachers appointed by the President of the Michigan Education Association and twelve school administrators appointed by intermediate school district superintendents in the sixteen counties in southwestern Michigan. These individuals were joined by representatives of school boards and social service agencies in a council designed to help chart program direction and delivery for the future. That experience provided a basis for the identification of a Policy Board to develop a proposal to establish a center at Western. The experience also allowed us to design needs assessment, program design, resource identification, program delivery, and evaluation procedures which have been implemented. Through this initiative and based on our experience with two state-funded teacher centers, the Department of Education and Professional Development has designed and implemented programs and mechanisms which augment and supplement our traditional approach and are reshaping our mission in the continuing professional development of teachers.

Another significant product has been the increased collaborative interaction with the Michigan Department of Education, particularly the Office of Professional Development, and with representatives of school systems and teacher organizations across the State. Continued contact with these individuals provides vital linkages for the IHE.

Although efforts at staff development are as old as schools themselves, there is a paucity of literature dealing with the qualitative question of, "What makes a good staff development program?" The literature as it exists consists largely of descriptive reports of programs (e.g., NSF, NDEA, EPDA) with little systematic attention to the outcomes and less to conceptualization of criteria prior to either the delivery of the program or its evaluation.

Teacher Corps Impact on Western Michigan University

Teacher Corps' Cycle 10 regulations were published at a time when the Teacher Education Department at Western Michigan University was undergoing an agonizing reappraisal of its mission. Having grown rapidly during the 1960s to one of the largest teacher preparation institutions in the country, the Department had focused resources on undergraduate and M.A.-level program delivery with scant attention to the development of long-range planning and the need or opportunity to direct resources toward specific school improvement. Commitments had been made within the Department and by the Dean of the College to begin exploring new approaches to and relationships with practitioners in the field.

Teacher Corps' request to submit proposals to develop a Training Complex was a natural avenue for us to follow in cooperation with the Grand Rapids Public Schools. The award of a Cycle 10 project and its renewal in Cycle 12 enabled the Department to move to meet the challenge of the last quarter of this century--working together to improve the quality of education for all students.

During the past four years, the Department has moved strongly to develop mechanisms to deliver collaboratively designed site-specific programs. The Teacher Corps project has provided not only resources to facilitate that movement but a focus for action as well. Perhaps the greatest benefit to the institution has been the opportunity to reestablish credibility as a vital part of the support system necessary for quality education.

Benefits have also taken more visible forms. The Teacher Corps experience has allowed us to refine needs assessment procedures, develop the personal growth profile, examine a variety of program design and delivery options, and to experiment with methods of evaluating staff development programs. A very important outcome has been the implementation of a development program designed to renew or extend the understanding and skills that our own faculty need to support the efforts of our colleagues in the field.

The components of the WMU-GRPS Teacher Corps project are described briefly as are the specific products on the following pages.

The Teachers Corps project was a collaborative effort between Western Michigan University and the Grand Rapids Public Schools. The major goal was to design, develop, and implement a teacher training complex that would train District and University personnel to develop and deliver professional services to educational personnel in the public schools. Services were provided to educational personnel at all levels: administrators, teachers, paraprofessionals, University personnel, parents, and community personnel. Five specific components (Professional Development, Site School, University Faculty Development, Intern, and Community) make up the project.

Professional Development Component

All professional development and inservice experiences were organized and provided through the Professional Development Component. Major activities focused upon the steps necessary to provide professional development experiences for educational personnel: identification and clarification of needs through a systematic and personalized data collection and analysis; generation of individual and building goals based on these needs; a plan of action for meeting goals; provision of appropriate services and resources; evaluation experiences; follow-up activities; and beginning the cycle over. The major accomplishments of the component center around the development and refinement of these processes and the resulting service for educational and community personnel.

Intern Component

Since a major purpose of the National Teacher Corps is to provide training for preservice and inservice teachers, a specific component integrated intern activities and experiences. The goals of the intern component were two-fold. First, emphasis is placed on the training of four teacher interns and, secondly, the component utilizes interns as a catalyst for meeting other project objectives. The intern's program is directed by a team leader who works with the interns to coordinate their activities with the other project components. In order to meet the goals of this component, the activities of the intern are divided into three categories: academic instruction, which includes course work, inservice experiences, or development of specific skills with the assistance of other professionals; time for on-the-job experiences, including the application of skills and knowledge under supervision; and time allocated to community involvement reflected by interns arranging and working on school/community related projects.

Community Component

The Community Component was an integral part of the project since it linked the school operation and the community so that both could pursue common concerns and interests. Through the community coordinator's efforts, three goals were the target: to facilitate community awareness training for project and school personnel; to motivate service to the community from the school personnel; and to promote service to the school from the community and other sources. A number of specific projects demonstrated actualization of these goals.

University Faculty Development

A faculty development program for University staff was an integral component of the Teacher Corps project. This component provided necessary training and professional development for University faculty which enabled them to effectively meet contemporary needs identified through a needs assessment process developed in the project.

A number of activities were offered to faculty over the course of the project based on needs identified in the following situations.

When it was determined that University staff did not have the various competencies to plan and deliver inservice programs for experienced teachers, training activities were arranged to address the needed skills. In this way, faculty would also be prepared to deliver necessary services to the field in the future.

Occasionally, on-site resource staff found that specific competencies were needed to accomplish their instructional task and, therefore, were provided assistance or training.

Site School Component

Most professional development activities were conducted at the site school where project personnel introduced the purpose of the Teacher Corps project and discussed with the school staff how the services of the project could help the programs in the school. Project and school personnel identified goals and objectives for the focal points of combined activities for the two-year period of the project. Project personnel arranged a series of short- and long-term professional development programs which had been indicated in a needs assessment. As these goals and objectives were pursued, project personnel at all levels became involved in delivering services to the site school. For example, the professional development program implemented workshops and credit courses requested by teachers and paraprofessionals. Interns worked with groups of children and entire classrooms based on needs indicated by teachers and teacher advisory consultants worked with teachers to provide ongoing long-term support for innovative programs being introduced in the site school. The Community Component recruited volunteers and organized training and scheduling. As a result of these efforts, educational personnel and children at the site school benefited in many ways.

WMU-GRPS Project: Products

WMU-GRPS Experience Booklet

This will be a forty-page booklet which contains detailed factsheet descriptions of outstanding features of the project. The booklet will also contain pictorial and graphic descriptions where appropriate. All project products are featured in this booklet.

Evaluation Procedures

This document is a detailed description and report of the evaluation procedures utilized during the project. The description details personnel activities, data collection and analysis procedures, and examples of instrumentation. An evaluation system could be organized from the booklet.

Professional Growth Profile

The Professional Growth Profile is an instrument which was developed in the project to assist professionals to assess their needs. The instrument has been organized to help educators think about their professional growth needs in terms of specific areas of growth. These needs may then be charted to correspond with specific professional growth experiences.

Teaching Resource Center Handbook

This handbook was developed to serve as a guide to educators who intend to develop a center. The handbook provides a guide for developing the center layout, services, personnel assignments, equipment, and materials. Many examples of center operations are included.

Parent Involvement Program Pamphlet

This short pamphlet describes the Parent Involvement Program in great detail. It includes program rationale, benefits to children, parents, and teachers and specifics on program operation. Examples of student activities are included.

Parent Involvement Program Recipe Book

This is a collection of the recipes developed and utilized at the kindergarten level in the Parent Involvement Program. The recipes are all keyed to specific objectives which typically present problems for young children. It is an excellent guide for home learning activities.

Visual Literacy Workshop

This is a packaged workshop which has developed out of three and a half years of work with children and teachers. The package contains a rationale for the program along with specific techniques for utilizing camera projects as a vehicle for developing language skills. Many on-hands materials are included with a cost analysis of the project.

Needs Assessment Process

This is a document which describes the evolution of needs assessment through two Teacher Corps projects. A rationale for needs assessment is presented along with options available. Examples of the use and misuse of needs assessment data are presented.

Role Inventory

This is an instrument which was developed during the project. The instrument has been designed to assess personnel perception of the role responsibility in the development and implementation of teacher inservice. The instrument should be helpful in developing collaborative programs involving LEA and IHE personnel.

Mainstreaming Modules

Three self-instructional modules have been developed. These pertain to individualized instruction, mainstreaming laws, and the learning disabled child. The modules have been developed to be used by regular classroom teachers as a self-instructional device or as advanced organizer for a skill development workshop.

Writing Modules

This is a series of seventeen self-instruction modules for elementary teachers. The topics vary from creative writing to mechanics for developing writing skills. Many aids and ideas for developing writing units with young children are included in each module.

Teaching Strategy Booklet

This is a set of three booklets which addresses teaching strategies in three specific areas: writing, language experience, and development of classroom reading programs. Each booklet contains an overview of the topical area, program organizational options, and specific classroom activities. Each booklet can serve as a guide for teachers in the respective subject areas.

Institutionalized Programs

Parent Involvement Program

The Parent Involvement Program started in the summer of 1978. It was organized by three teachers, a Teacher Corps intern, and parents. The goal of the project was to develop home learning activities which were keyed to school objectives. The program has been very successful and the response from parents is excellent. The home learning activities (recipes) for next year are being prepared at this time.

Language Arts Mastery Program (LAMP)

When Teacher Corps came to Oakdale Elementary School two years ago the staff wanted assistance with a new reading program (LAMP). The project has supported these efforts for two years by providing summer skill development inservice, curriculum materials workshops, related university seminars, consultant follow-up services, training for the reading consultants, and providing outside program consultants. The program has now been installed at Oakdale and the District is now determining when and how to expand the program to additional elementary schools.

Teaching Resource Center (TRC)

The TRC was developed to provide teachers, aides, and parents with a support system for serving children. Through the Center personnel may develop teaching and learning materials for children. Consultants are in the Center to provide assistance to all who are developing materials. The Center also serves as an idea exchange for all those who enter. Many attractive displays serve as a stimulant to those working on teaching and learning materials.

Parent Room

The Parent Room evolved from the Teacher Corps Community Advisory Council. After a visitation to a program displaying an active parent room, the decision to develop this was made. The Parent Room is located at Oakdale Elementary School and has recently received the endorsement of the District Superintendent. Committees are organized to furnish and decorate the room. Community members have been elected to govern the Parent Room operations next year. Program activities have been planned through September, 1979.

All that we have discussed to this point becomes stronger and more beneficial for schools when put in the context of emergent principles of effective staff development set in the context of an institutional change process.

Emergent Principles of Staff Development

An initial review of the literature on staff development has provided an indication of principles of effective staff development which may form the basis for the development of a set of criteria.

Eight principles have been derived:

1. Teachers are more likely to benefit from inservice programs in which they can choose goals and help

plan the activities as contrasted with programs in which the goals and activities are preplanned for them.

2. Teachers are more likely to be influenced in school-based training programs than those taking place on college campuses or other external sites.

3. For most teachers, the objectives of an inservice program should be specific teaching performances or outcomes.

4. Programs that have different training experiences are more likely to accomplish their objectives than programs that have common activities required for all participants. This is also true of programs in which participation is voluntary.

5. The teacher's personal goals/needs and those of the school should be congruent if training is to improve school system operations significantly and is expected to influence student learning. Inservice programs must be developed to meet the teacher's immediate and long-range needs and the content must be such that teachers will conceive of it as relevant to their needs.

6. Training related to job assignments is most effective if adequate time is provided within the current work schedule for each activity. Further, inservice education programs must extend the time frame covered by the inservice design if teachers are expected to change their teaching behaviors.

7. Effective inservice education utilizes techniques that are consistent with fundamental principles of effective teaching and learning (i.e., needs-based content, field-based instruction, demonstration, active learning, practice of skills, and feedback).

8. Effective inservice education utilizes a systematic model of program development, implementation, and evaluation.

Both federal initiatives attempt to attend to each of these principles.

Model of Staff Development

There are undoubtedly other principles which may apply generally--and there are undoubtedly specific needs and situations which support additional principles. A careful consideration of these principles results in the emergence of three interlocking components of staff development: the Teacher as Learner, the Context, and the Program.

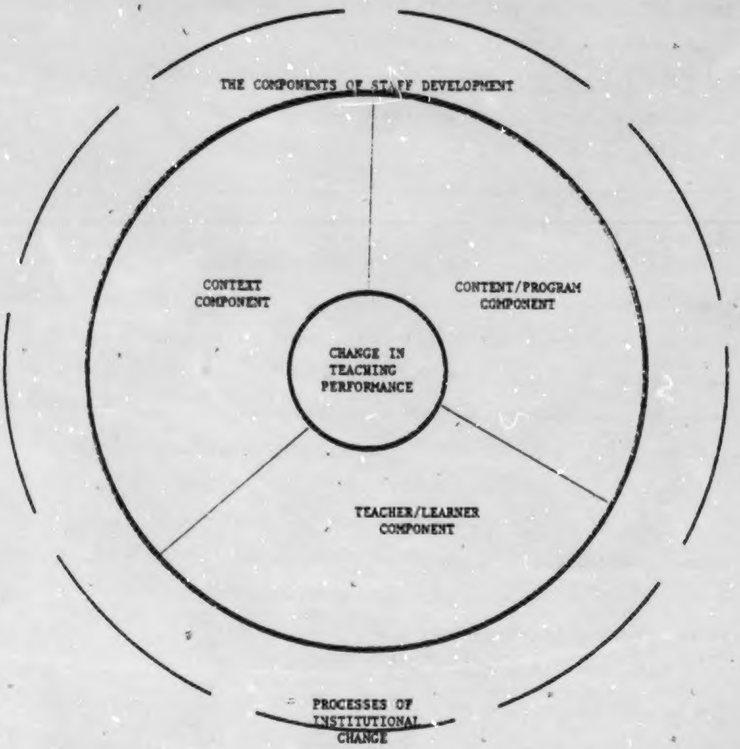
The Teacher as Learner component focuses on the often overlooked fact that participants in staff development exist at differing levels of development, have different learning styles, different personal professional needs, etc. The Context component goes well beyond the traditional notion of time, space, and people to focus on the interaction of multiple variables including: the attitudes, skills, and knowledge of personnel involved; similar characteristics of students, parents, and other stakeholders; organizational structure and health; the interaction of societal press; economic conditions; role definitions; legislative mandates; and judicial decisions. Program component refers to the content and how it is delivered.

These three components form the dynamic of staff development creating an original model for the development of success criteria. (See Figure 1, page 25.) The model exists within the process of institutional change.

Using this staff development model, a conceptual framework can be generated to guide our inquiry. Although we posit three interactive components in any effective staff development program, it appears to follow logically that if appropriate criteria can be identified for the Teacher as Learner and Context interaction, then the appropriate Program would clearly emerge.

Figure 1

MODEL FOR THE PROFESSIONAL DEVELOPMENT OF SCHOOL STAFFS*


THE COMPONENTS OF STAFF DEVELOPMENT
CONTEXT COMPONENT
CONTENT/PROGRAM COMPONENT
CHANGE IN TEACHING PERFORMANCE
TEACHER/LEARNER COMPONENT
PROCESSES OF INSTITUTIONAL CHANGE

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*Crowell, R. A. and Harring, R. "An Inservice Education Program for the Professional Development of Teachers: A Heuristic Model," California Journal of Educational Research, November, 1975.

The essence of the framework then is the interaction between the teacher(s) and the context. If we hold that the goal of that interaction is a successful school, the products of the interaction may be seen in teacher performance, the curriculum as it is really delivered, and the school climate. This dynamic is described in Figure 2, page 27.

Role Portrayal as the Focus of Staff Development

Our experience at Western Michigan University over the past several years in developing and delivering successful staff development programs based on this conceptual framework has led to the identification of an additional set of interacting variables which must be examined as we attempt to develop a useful set of success criteria. These variables become evident as we assess the effects of staff development in relation to student performance. The basis for understanding the nature of these variables is the given role of the teacher (e.g., second grade teacher, secondary school math teacher, etc.). It is in the portrayal of that role that an individual affects the quality of education. The degree of success with which one portrays the role is the measure of that individual's competence.

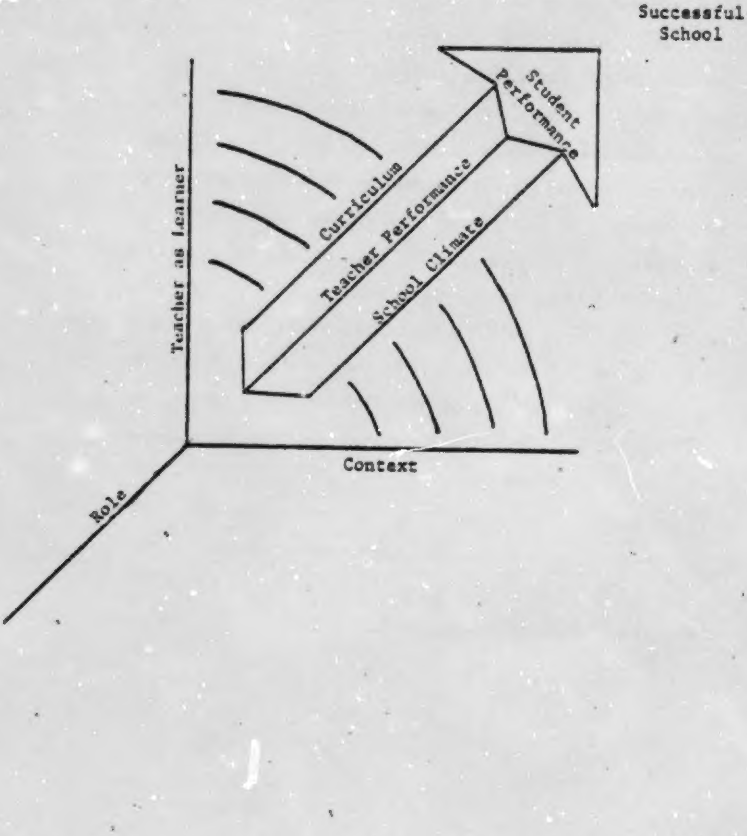
Competence was defined by the staff of Teaching Research at Monmonth, Oregon, as:

> A demonstrated capability for producing the outputs associated with a specific role to the standards held by the context in which that role is performed.

Katz dealt with the question in terms of role, technique, and style. She used Merton's definition of ROLE as those

Figure 2

The Teacher as Learner <—> Context Dynamic


Successful School
Student Performance
Curriculum
Teacher Performance
School Climate
Teacher as Learner
Context
Role

characteristics which are independent of individual incumbents but mutual between reciprocal role takers as a point of departure. Her definition of STYLE becomes the individual rendering of the role. By adding TECHNIQUE, defined as facility in demonstrating knowledge and skill associated with the role, she developed a framework to examine developmental stages of teachers.

Blending the Teaching Research definition with Katz's components lends support to our conceptual framework.

Teaching Research	Katz
A demonstrated capability for producing the outputs	Technique
associated with a specific role	Role
to the standards held by the context in which the role is performed.	Style

Each individual brings to the role of teacher a unique set of characteristics. As the individual portrays the role, those characteristics are modified, freed, stifled, etc., by the interaction with the context. What emerges are the products: (1) teacher performance, (2) the curriculum as actually delivered, and (3) school climate. Each is a product of the Teacher as Learner <--> Context dynamic. The cumulative effect of these three products working together is assumed to be improved student performance and, consequently, a successful school.

Clearly, the emphasis in school improvement programs has moved to focus on these products. Simply stated, STAFF DEVELOPMENT SEEKS TO CHANGE THE STYLE WITH WHICH SPECIFIC

INDIVIDUALS OR GROUPS OF INDIVIDUALS PORTRAY THEIR ROLE IN A SPECIFIC SETTING.

Federal initiatives in both the Teacher Center and the Teacher Corps programs may be expected to produce insights into the human aspects of these questions, as well as specific models and procedures for dealing with the political, organizational, and social as well as their educational dimensions.

RECOMMENDATIONS

That both the federal Teacher Corps and the federal Teacher Center programs be continued as viable alternatives in exploring effective means of staff development.

That efforts be made to extend the linkages between these important federal initiatives and from them to practitioners in the field and particularly to teacher preparation institutions.

That as a matter of policy efforts to establish new coalitions between practitioners, their professional organizations, institutions of higher education, state education agencies, and other appropriate stakeholders be encouraged in order to reconceptualize the process by which educators are prepared as a continuum linking preservice and staff development and bringing to bear all available resources in support of quality instruction and school improvement.

That while not rushing ahead blindly to evaluate these programs on minimal or tangential evidence, efforts such as those initiated recently by the National Institute of Education to define criteria for successful staff development and to establish the relationship between staff development and successful schools be supported as a reasonable and professionally responsible move toward establishing the worth of our efforts.

Finally, that while pursuing alternate approaches we recognize that the education of the youth of our nation in the next twenty-five to fifty years may very well hinge on our ability to come together to provide mutual support as we attempt to provide quality education for all our people.

Again, I wish to thank the members of the committee, and particularly Mr. Ford, for the opportunity to comment on two extremely vital federal programs. Thank you.

LANSING TEACHER CORPS PROGRAM

Ms. Minnie Wheeler - Presenter
Director, Lansing Teacher Corps Prog[illegible]

Other school personnel present:

Dr. Robert Chamberlain
Deputy Superintendent
Lansing School District

Mr. James Kernen
Director, State & Federal Relations
Lansing School District

Mr. Chairperson and members of the subcommittee, I appreciate having the opportunity to appear before you today. I am Minnie Wheeler and for the past seven years I have served as director of the Lansing Teacher Corps Program. I have been asked to share with you some benefits of the Teacher Corps Program in the Lansing School District.

As I begin this testimony, I am reminded of a statement made by Dick Graham, the first director of Teacher Corps, which appropriately describes for many of us the strength of Teacher Corps since its inception. He states, "there are from time to time ideas that, coming together move us to our best behavior as a nation, the Teacher Corps is one of these." That kind of behavior has been operating in the Lansing Teacher Corps Program and will continue as we work toward a new program year.

The continuing inservice education of teachers is a priority of the Lansing School District, and even though seventy percent (70%) of our teachers have master degrees and equally as many are tenured, there still exists the need to up-date those who have been with us for a while and to direct and support newcomers to the field. The Teacher Corps program has served as a vehicle to support both types of teachers.

To speak generally, there are many aspects of the Teacher Corps Program that have benefitted our school district. To mention a few, the recruitment and hiring of minority teachers, retraining of experienced teachers, community involvement, multi-cultural education, mainstreaming, research and development. Given that these statements are at best general, I would like to outline some specific benefits of the Teacher Corps Program for teachers, parents, interns and school district in general.

Benefits - Teachers:

1. Work jointly with teacher educators in the planning, development and implementation of programs and activities.
2. Re-evaluation of teaching strategies and techniques.
3. The opportunity to design and deliver inservice to their peers.
4. Arrange time in and out of the classroom based on students program and needs.
5. Gain new knowledge and skills in content areas, specifically multi-cultural education, exceptionality, and social-emotional education.
6. Develop and broaden strategies and skills for working with all students.
7. Leadership among teachers as they work with teacher educators, parents and other teachers.
8. Release time for inservice during the regular school day.
9. Enrichment, motivation and the desire to improve overall teaching skills.

Benefits - Interns:

1. The ability to assess, define objectives, develop strategies and systematically evaluate student progress.
2. Develop strategies and techniques for working with parents and community residents.
3. Opportunity to receive training in a wide variety of curricular areas, i.e., multi-cultural education, diagnostic prescriptive teaching and community involvement.
4. Internship in school with continuous feedback and evaluation.
5. Priority in hiring in other school districts, as well as the Lansing School District.

Benefits - Community:

1. Parents and community residents have gained a better understanding and recognition of the needs of students, teachers and the community at large.
2. Training for parents and community residents in areas selected by parents.
3. Increased parent involvement in school programs and activities.
4. Partnership between parents, teachers and teacher educators.
5. Financial support for programs developed by parents for students with special needs and interest.

Benefits - Lansing School District:

Throughout our internship with Teacher Corps, programs and activities developed and implemented have served to support and expand ongoing as well as new programs in the school district. This support has been specifically in the areas of reading, multi-cultural education, community-based education, exceptionality, and the development of leadership among teachers.

Our future involvement in the Teacher Corps Program is desired and needed as we continue to train and retrain teachers to deliver both effective and affective educational programs to our children.

Summary Statement

Providing adequate educational programs for an urban school district is a major task for many of us. This problem can be magnified by the tremendous shortage of well equipped teachers.

Our school system accepts the extended challenge for the overall improvement of education through the development of inservice and continuing education programs for staff members.

EMERGING NEW ROLES FOR ADULTS AND YOUTH IN GOVERNANCE

by Jacqueline Lougheed*
and
Linda Lentz

As Youth Advocacy Teacher Corps programs, we are committed to changing school, university, community, and agencies climates, programs, and support systems to be more accommodative for that ever increasing number of students who are the "pushed out", "turned off", "burned out", delinquent, and predelinquent Troubled Youth. Changes must be made in order to help these systems be more accommodative to Troubled Youth by designing programs of prevention, intervention, and reintegration. We need to see the world of Troubled Youth as they see it, and eliminate the negative reinforcers in our institutions that keep Troubled Youth alienated, and without power and efficacy within each system. Our commitment is based on more than awareness and concern for what is happening. It is based on the value we place on these youth and the belief we share that the negative and debilitating effects can be and must be reversed.

To do this, it necessitates creating new roles for adults and youth in decision-making groups, with new opportunities for interface and participation. It necessitates the elimination of unilateral efforts by individual institutions and the development of new patterns of collaboration in which students, school and institutional staffs, youth serving agency personnel, community, and university persons sit down together as partners. This partnership arrangement must go beyond simple numerical parity and strive for functional parity, in which all members feel they can contribute and what they contribute, from their own experiences and expertise, will be accepted. They must also feel accepted as individuals of worth in a group where the climate is perceived as open, with trust and interdependency among members, with reciprocal group interactions, and with opportunity for personal and group realization.

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* Jacqueline Lougheed is Director of the Oakland/Farmington Youth Advocacy Program '78 and Chairperson of the Loop's Youth Development Task Group. Linda Lentz is Documentor/Evaluator for the Oakland/Farmington Teacher Corps program.

This type of reciprocity and functional parity does not just happen. It does not just happen by being committed, or by bringing various groups together to talk and plan for change. It requires much more than that. It takes time. It takes understanding and skill. It takes a plan for team building that is theoretically sound and carefully implemented, and it takes patience and understanding.

As one effort, by one project, we would like to share with you some of what happened as we attempted to create new roles in governance. As a project, we were committed to the concept of governance by collaboration, with reciprocity and functional parity. We knew how difficult a task it was and set out to develop a plan to help it happen. There were several factors we wanted to investigate, in particular, 1) group members' perceptions of what was happening to themselves, others, and the tasks they had identified in the group by role group; 2) attendance patterns and verbal interactions by role group; and 3) members' perceptions of climate in the group, and changes over time in these perceptions.

We must say in advance that this was a beginning effort in analyzing what was happening. The size of the various role group samples are relatively small. However, we did attempt to get a representative sample by interviewing prospective members and comparing their answers with previously obtained role group data at each school or institution. In addition, we had school and institutional climate data for comparison with values statements made by possible participants. The overall results obtained from this investigation must be viewed, however, as trends, as indications of what happened in our specific situation, given our team building efforts, the individuals involved, and the time frame under which we operated. However, given these limitations, there are some trends worth noting and data which needs consideration when attempting to develop new roles in collaborative governance.

Method

To get some feeling and to extrapolate some trends, we decided to take a closer look at the participation levels and perceptions of members on the four site-specific Task Forces in our project. The Task Forces were charged with developing programs for staff and students at their site. Composition of each Task Force included two students, two community representatives, two teachers, two university staff, and one school district administrator. (For a more complete description of Task Force organization and functions, see the Oakland/Farmington Case Study in this volume.)

The identification of individuals to serve on the Task Forces was accomplished in several ways. The administration of each site was asked to identify, with the aid of the counseling staff, students for possible participation on the Task Forces. These youth were then interviewed individually by the Program Development Specialist and the Site Coordinator using the sensing interview technique. Questions in the interview centered around perceptions of the school, students, staff, and community. Using the answers given in the interview plus climate study data and interview data from a random sample of students gathered at the school the previous year, one Troubled Youth and one School-Successful Youth were recommended for the Power Junior High and Farmington Senior High Task Forces. Three youth were selected for the Boys Republic Task Force in a similar fashion. (Boys Republic is a residential treatment center for delinquent, emotionally disturbed, primarily court appointed youth.) The same was true in selecting two student representatives for the Sarah Fisher Task Force. (Sarah Fisher is a residential center for abused, neglected, predelinquent, court or social agency appointed children and youth.) The selection process gave us four School-Successful Youth and five Troubled Youth, at least one each for each of the four Task Forces.

The two community representatives on the four Task Forces were the Community Council representatives elected for the sites. All eight community representatives were interviewed by the Program Development Specialist and Site Coordinator using the same questions. This provided baseline perceptual data.

The two teachers on each Task Force were selected from teachers expressing an interest in being involved in the project, and on the basis of their answers in the sensing interview. Again, the climate data and interview data gathered during the proposal preparation period was used as baseline data to ascertain levels of congruency between the teachers' perceptions and the school and student population data gathered earlier. The permanent administrative representative on the Task Forces was the Site Coordinator. The university was represented on the Task Forces by two faculty members. These permanent members of the Task Forces also served as Program Development Specialist and Documentor/Evaluator for the project.

Instrumentation. Attendance was notated in the minutes of each meeting. Verbal participation of team members was recorded by an observer using Bales' (1950) interaction process analysis. The frequency of each type of interaction was tabulated as well as charting who spoke to whom. An analysis of the interaction process data after four meetings led to the conclusion that Task Force members' verbal interactions were primarily questions and attempted answers. Since we desired to move to a self-monitoring system, we asked team members to tabulate their own interactions only in these two areas. We felt that self-monitoring would help members become more aware of verbal interactions and heighten their sensitivity to their own and others' patterns of verbal behavior.

Another dimension analyzed was participant perceptions of the work group. This was accomplished through the use of two instruments: TIP and TORI. The TIP instrument assessed team members' perceptions of task accomplishment, and interpersonal and personal relations within the group at the close of each meeting. Task Force members used a five-point scale to rate each dimension. To assess task accomplishment, group members rated the meeting as "very productive, usually productive, sometimes productive, rarely productive, or unproductive". Interpersonal and personal relations were tapped by group members rating their behavior and that of others as "very helpful, somewhat helpful, neutral, seldom helpful, or did not help". They also rated how they felt about the meeting; possible ratings were "super, good, neutral, bad, and pits".

The TORI instrument, as developed by Gibb (1972), is a 96-item rating scale. This was considered a cumbersome instrument to use on a regular basis. The instrument's design is such that it gives equal weight to each item within the eight subscales. We, therefore, redesigned the instrument into four forms of eight questions each, one for each dimension. We rotated the forms and Task Force members responded twice to each form during the series of eight meetings.

The eight dimensions of the TORI instrument are: trust of self, openness of self, self-realization, interdependence of self, trust within the group, openness within the group, realization within the group, and interdependence of group members.

> Trust of Self - "As a member of this group, I trust myself, have a well-formed sense of being and uniqueness, and feel good about myself as a person."
>
> Openness of Self - "As a member I feel free to be myself in this group, show who I am, and express my feelings and attitudes with little pretense or cover-up."
>
> Realization of Self - "As a member I feel free to take risks, assert myself, do anything I really want to do, and follow my intrinsic motivations. I have a sense of self-realization in this group."
>
> Interdependence of Self - "As a member I feel free, have a strong sense of belonging to the group, and enjoy working with, helping, or meeting with the other group members."
>
> Trust of Group - "I trust the group, see the group climate as trusting and as a good environment for me and other members."
>
> Openness of Group - "I see the group as open and spontaneous and the members as willing to show themselves to each other."
>
> Realization of Group - "I see the group as allowing freedom for being and as creating a good environment for the directing of energies toward emergent and intrinsic goals."
>
> Interdependence of Group - "I see the group as a smoothly functioning unit, well integrated on several levels, and working effectively and cooperatively."

Procedure. TORI theory (Gibb, 1972) was used as the basis for the team building effort. It was hypothesized that the Task Forces would operate as a functional group if the four variables (trust, openness, realization, and interdependence) were developed within the team. To accomplish this, attention was focused on the processes occurring within the groups. For example, involvement was established as the norm for Task Force meetings and was encouraged by the use of consensual decision making and an acceptance of contributions made by individual members.

Team members were encouraged to be aware of other group members' behavior and their own behavior toward and with others. This was done verbally and in written form. During meetings verbal interactions with other team members and the group were tallied. At the end of each meeting, Task Force members responded to the TIP and TORI instruments. Following this, team members openly evaluated the meeting relative to task accomplishment and personal relationships.

Prior to the next Task Force meeting, the Documentor/Evaluator used the interaction data to draw a sociogram depicting the interactions within the group. Data obtained from the TIP and TORI instruments were transferred to graphs which visually depicted the upward/downward movement in the 12 dimensions (TIP and TORI items). Each variable was plotted for each individual. A summary graph was drawn for each Task Force showing the group range for the meeting and the group mean. These graphs provided an ongoing picture of growth on the Task Forces. By using the sociograms and the graphs, the group processes and individual Task Force members' feelings about the teams were monitored by the Management Team.

In addition, the sociograms and summary graphs of the TIP and TORI were discussed with the Task Forces. It was felt that if the members were aware of the team's progress in these areas, this in turn would foster trust, openness, realization, and interdependence. In turn, this would promote growth toward Meaningful Collaboration and the emergence of new roles.

Data Analysis. Attendance levels were calculated by dividing the number of meetings attended by each role group by the total possible number of meetings. This resulted in the percent of meetings attended by each role group. The percent was then multiplied by the number of meetings held to date to obtain the mean number of meetings attended by each role group.

A frequency count gave the number of verbal interactions attributed to each role group. The number of verbal interactions for each role group was divided by the total number of interactions to obtain the percent of interactions attributable to each role group. The interactions for each role group were classified as questions and attempted answers. Percentages of each type of interaction for each role group were calculated by dividing the number of questions or attempted answers by the total number of verbal interactions for the role group. Finally, the mean number of questions for each meeting was obtained by dividing the number of questions asked by each role group by the number of meetings attended by role group members. The mean number of questions for each role group member was obtained by dividing the total number of questions posed by the role group by the number of role group members attending meetings. A similar procedure was used to obtain the mean for each person and by meeting for attempted answers and total interactions.

The perceptions of all six role groups on the team were compared using Friedman's non-parametric two-way analysis of variance by ranks. Two similar analyses were carried out comparing School-Successful Youth and Troubled Youth, and comparing teachers and parents.

Results

Eight meetings were held for each Task Force. Initially, meetings were scheduled for a two-hour period bimonthly. As it became apparent that more time was required, meetings were extended to full mornings or days. Table 1 shows the attendance at these meetings by role group. Teachers had the highest attendance level, 97%. This was partially due to the fact that meetings were held during the school day and released time was provided.

Table I. Attendance at Task Force Meetings by Role Groups

	%	$\bar{X}$
School-Successful Youth	91	7.28
Troubled Youth	76	6.08
Community	82	6.56
IHE Staff	84	6.72
Teachers	97	7.76
Administration	91	7.28

Students were also released from class to attend Task Force meetings. School-Successful Youth were absent very seldomly and usually because of tests or work occurring in their classes that they felt they could not miss. Their attendance level, 91%, was slightly lower than that for teachers. The attendance level for Troubled Youth was 76%, the lowest of all role groups but still showing very high attendance, approximately six of the eight meetings. This is especially high for youth with poorer attendance generally. Some of the reasons given for individual absences included: temporarily suspended from school, forgot the meeting, or didn't feel like attending. Community members attended an average of 6.56 meetings. This indicates commitment on their part to the project since they had to make a special trip to the school to participate on the Task Forces.

Table 2 shows the total number of interactions for each role group in the two dimensions (questions and attempted answers) and the percent of all interactions attributed to each role group. It is interesting to note that while Troubled Youth had a higher absentee rate than School-Successful Youth, the percent of total verbal interactions attributed to them, 6.9%, was slightly higher than that of School-Successful Youth, 6.8%, indicating that they were a fairly verbal group of students, and when they attended, they participated at a higher level. While these data reflect the fact that students' verbal participation in Task Force meetings was lower than any of the adult role groups, they do not reflect growth in the quality of participation and comfort within the group that developed over the five months of meetings. Initially, several of the students were ill at ease among the adults on the Task Forces. During the first few meetings they responded hesitantly to questions and did not initiate interactions. Gradually, they began to enter meetings and greet the adults with increased evidence of self-assurance. In addition, as the Task Forces became involved in planning programs that directly affected them, they became more active participants. As the meetings progressed, they also provided more general information they thought might help the Task Force.

Our data indicate that community representatives had attendance patterns and participation levels comparable to the professional role groups. As with the students, this evolved as the meetings progressed but happened at a much quicker pace.

Table 2. Percent of Total Verbal Interactions Attributed to Each Role Group.

	Total Interactions	Percent of Total Interactions
School-Successful Youth	151	6.8
Troubled Youth	154	6.9
Community	471	21.3
IHE Staff	497	22.4
Teachers	625	28.2
Administration	318	14.4
Total Group	2,216	100.0

While the percent of verbal participation attributed to administration appears low, it should be remembered that there was only one administrator attending each Task Force on a regular basis and it was one person's participation, not two, that is reflected in Table 2.

Total interactions for each role group were divided into the two dimensions of questions and attempted answers as shown in Table 3.

Table 3. Frequency of Questioning and Answering by Role Group.

	Questions		Attempted Answers		Total Interactions
	N	%	N	%	
School-Successful Youth	30	20	121	80	151
Troubled Youth	31	20	123	80	154
Community	141	31	327	69	471
IHE Staff	163	33	334	67	497
Teachers	184	29	441	71	625
Administration	99	31	219	69	318
Total Group	648	29	1,565	71	2,216

All adult groups had about the same distribution of questioning and answering behavior. Students questioned less and attempted to respond to adult questions more. This may be a function of the fact that they were encouraged, especially in the beginning, to participate in the group's deliberations by being asked a question. It may also reflect society's norm for youth when adults are around of speak when you are spoken to.

The data in Table 4 again confirm that Troubled Youth are slightly more verbal than School-Successful Youth. Both groups of students were less verbal than the adult Task Force members. There was little difference among the levels of verbal contributions made by community, teachers, and administrators. The level of interaction by the IHE representatives appears low. This was partially due to the two roles they played in the Task Forces, and at times this inhibited their participation.

When the six role groups (School-Successful Youth, Troubled Youth, community, teachers, administration, and university staff) were compared using Friedman's two-way analysis of variance by ranks, no significant differences were found on the four variables of the TIP instrument (Table 5). This means that all Task Force members rated themselves as feeling good about the meetings. They generally perceived their helpfulness to the group at a slightly lower level than they perceived others' helpfulness, Task accomplishment was uniformly rated at a high level.

Friedman's two-way analysis of variance by ranks was also used to compare the perceptions of the role groups on the eight TORI variables (Table 5). "Trust of Self" was found to be significant at the .05 level. This means we do have some differences among the role groups on their perception of this dimension. However, it is interesting to note that with the exception of one other dimension, all role groups perceived the

Table 4. Means of Role Groups for Questions and Attempted Answers by Meeting and Individual

	Questions		Attempted Answers		Total Interactions	
	Mean for each Meeting	Mean for each Person	Mean for each Meeting	Mean for each Person	Mean for each Meeting	Mean for each Person
School-Successful Youth	1.88	1.30	7.56	5.26	9.44	6.57
Troubled Youth	2.21	1.41	8.79	5.59	11.00	7.0
Community	6.55	4.11	14.86	9.34	21.41	13.46
IHE Staff	6.52	3.49	13.36	7.11	19.88	10.57
Teachers	7.36	4.00	17.64	9.59	25.00	13.59
Administration	4.50	4.50	9.95	9.95	14.45	14.45
Total Group	26.04	3.34	62.60	8.03	88.64	11.36

climate and working relationships in similar and very positive manners.

Table 5. Comparisons of Team Perceptions Among School-Successful Youth, Troubled Youth, Community, IHE, LEA, and Administration Using Friedman's Two-Way Analysis of Variance by Ranks

	X_r^2
TIP	
I Felt	8.0
My Helpfulness	11.0
Others' Helpfulness	5.14
Task Accomplishment	10.21
TORI	
Trust - Self	12.14*
Openness - Self	5.43
Realization - Self	6.11
Interdependence - Self	7.21
Trust - Group	4.9
Openness - Group	9.43
Realization - Group	9.8
Interdependence - Group	15.86**

* $p < .05$
** $p < .01$

"Interdependence of Group" was significant at the .01 level. Examination of the data indicates that the IHE representatives rated this variable much lower than the other role groups. This may be a function of their dual roles (team-builder and documentor/evaluator) and they may be using different norms to evaluate "Interdependence of Group". If the other five role groups are compared, there is no difference among groups. This indicates that all role groups were comparing the climate of the group in a similar way. No role group felt left out, alienated or without access and efficacy within these systems. This would tend to indicate that the team-building procedures and feedback techniques used were successful, and group interdependence was approximated.

To further refine our interpretation of the data, we compared the two youth groups on the TIP and TORI variables. The differences between School-Successful Youth and Troubled Youth were not significant on any of these variables except "Trust of Self".

The meeting by meeting data was analyzed along with the review of sensing interview data and minutes of meetings for possible clues and causes for significance on "Trust of Self" (In this group, I feel good about myself, trust myself as a person). School-Successful Youth gave themselves middle-range ratings in the first few meetings, then their ratings increased, and finally, declined to a lower level than at the beginning. Troubled Youth showed a different pattern across meetings. Their ratings of "Trust of Self" were low in the beginning and then increased and remained at a high level. So we have significance on this dimension because of these changes in patterns. There may be several reasons for this. The School-Successful Youth were glad to be selected for the Task Forces. They like to achieve and be selected for various types of activities. They saw their selection as part of this need to be recognized and, therefore, felt good about their place in the group. As the meetings progressed, however, they participated less. Since the focus of each Task Force was on Troubled Youth and developing programs for them, it may be postulated that School-Successful Youth felt less sure of themselves with this focus, less knowledgeable, and perhaps less interested. The Troubled Youth, on the other hand, were more skeptical to begin with, but once they realized the focus and commitment of the group, they bought into the process and felt very good about themselves in this group.

A second comparison was made between teachers and community persons on the TIP and TORI dimensions. Again there were no significant differences in the way these two groups viewed the work team, its task accomplishments, or climate except on "Trust of Self". The community rated themselves lower on this dimension. This may mean that more support should be given to this group to help them feel surer of themselves in their groups.

Conclusions

What did we see happening in our experiment to promote new roles for adults and youth in Governance? First of all, we saw all role groups feeling ownership and buying into the process, as shown by attendance and participation patterns. Even though there were variations by role group in these two indices of ownership, it is certainly evident by the data that they all bought into the process. We were particularly interested in the ownership factor as it related to students and, in particular, if there were any differences between the two groups of students, School-Successful and Troubled Youth. Both student groups attended and participated. We were especially concerned as to whether or not the Troubled Youth would feel ownership and buy into the process. The answer to this is they most definitely did. Their attendance, though slightly lower than School-Successful Youth, was very good and even with attending fewer meetings, their level of verbal participation was higher than that of the School-Successful. It is, therefore, clear that, given the opportunity to participate, Troubled Youth will participate and contribute, and will feel ownership. This is a very new role for these particular students, a role of ownership and participation in decision-making. We see this same new role emerging for community persons. They attended and participated at approximately the same levels as the other adults on the Task Forces. In this particular setting, these roles of ownership and participation are very new for community persons. We see teachers buying into this new role of collaborative governance and claiming ownership. We see them buying into a role of participation, Buying into this system of collaboration and participating and not controlling. Again, this is a very new role for most professionals, especially in a group consisting of students and parents.

There is another aspect that must be said about the School-Successful Student and this factor of ownership and participation. The data shows that they participated at a slightly lower level than the Troubled Youth even though they attended more meetings. This is a very different pattern for this group of students, who are system successful and are high participators and achievers. When you review the TIP and TORI results and compare these two student groups, there is only one factor where the differences are statistically different and that is on the factor "Trust of Self" which measures the way individuals perceive themselves in the group, trusting self, having a well formed sense of being and uniqueness. As the meetings proceeded, the School-Successful Youth felt less "Trust of Self" in the group. This may be because of the groups' focus on Troubled Youth and developing programs for them. If this is the case, it means that if we are going to change the system to be more accommodative for Troubled Youth, helping to eliminate their feelings of alienation and giving them more efficacy and access to power within the system, some of the attitudes of School-Successful Youth, in addition to those of adults, are going to have to change. They are going to have to be more aware of and responsive to the needs of this other group of students. In the schools in which we are working, these two groups are relatively distinct and have very different attitudes, values, and success levels within these institutions. They exist in two separate worlds. It is very apparent that efforts at interface must be developed and supported, and the system must be opened up so more students feel ownership, success and responsibility one to the other.

All role groups on all four Task Forces felt very good about their level of task accomplishment. They felt good as they identified their tasks, and even though each Task Force moved at different rates, this factor of Task Accomplishment was rated very highly. So, what we are seeing is many new reciprocal roles emerging for the various role groups, and these roles are viewed by all role groups in a similar fashion, showing a feeling of parity in their accomplishment. In this instance, students and staff, community, and university were able to sit down together and achieve satisfactory and satisfying results.

On the climate factors and what happened to individuals within the groups, here again, members perceived themselves and others in very positive ways. They assessed the climate with a high degree of openness, trust, realization and interdependency. Individuals assumed the roles of sharing and supporting one another, and feeling good about themselves. However, we did have some differences with School-Successful Youths' and community persons' feeling of "Trust of Self". Some possible reasons have been postulated, but it does indicate that in our particular setting, we need to take another look at these dimensions and find ways of enhancing "Trust of Self" in our decision-making groups.

Considering new roles as they relate to the factors of Ownership and Participation, Task Accomplishment, and Group Climate, what has been shown tends to support our conviction that functional parity between parents, students, and professionals can be attained in governance, and new roles do emerge. But, it does not just happen. If we are serious about changing programs and systems for Troubled Youth, we need to take the time, develop the skills, and be analytical about what is happening so that programs and systems can change for Troubled Youth and new roles for adults and youth become an integral part in bringing about the changes.

STATEMENTS OF DR. LEE DEAN, DEPUTY DEAN, COLLEGE OF EDUCATION, MICHIGAN STATE UNIVERSITY; DR. THOMAS F. RYAN, DEPARTMENT OF EDUCATION AND PROFESSIONAL DEVELOPMENT, COLLEGE OF EDUCATION, WESTERN MICHIGAN UNIVERSITY; MINNIE WHEELER, DIRECTOR, TEACHERS CORPS, LANSING SCHOOL DISTRICT; DR. JACQUELINE LOUGHEED, ASSOCIATE PROFESSOR, SCHOOL OF HUMAN AND EDUCATIONAL SERVICES, OAKLAND UNIVERSITY, A PANEL

STATEMENT OF MINNIE WHEELER, DIRECTOR, TEACHER CORPS, LANSING SCHOOL DISTRICT

Ms. WHEELER. Mr. Chairperson and members of the subcommittee, I appreciate having the opportunity to appear before you today. I am Minnie Wheeler and for the last 7 years I have served as director of the Lansing Teacher Corps program. I have been asked to share with you some benefits of the Teacher Corps program in the Lansing school district.

As I begin this testimony, I am reminded of a statement made by Dick Graham, the first director of Teacher Corps, which appropriately describes for many of us the strength of Teacher Corps program since its inception. He states, "There are from time to time ideas that, coming together move us to our best behavior as a nation, the Teacher Corps is one of these." That kind of behavior has been operating in the Lansing Teacher Corps program and will continue as we work toward a new program year.

The continuing inservice education of teachers is a priority of the Lansing school district, and even though 70 percent of our teachers have master degrees and equally as many are tenured, there still exists the need to up date those who have been with us for a while and to direct and support newcomers to the field. The Teacher Corps program has served as a vehicle to support both types of teachers.

To speak generally, there are many aspects of the Teacher Corps program that have benefitted our school district. To mention a few, the recruitment and hiring of minority teachers, retraining of experienced teachers, community involvement, multicultural education mainstreaming, research, and development. Given that these statements are at best too general, I would like to outline some specific benefits of the Teacher Corps program for teachers, parents, and school district in general.

BENEFITS FOR TEACHERS

Teachers are allowed in the program to work jointly with teacher educators and resource persons in the planning, development and implementation of programs and activities.

Teachers from time to time reevaluate their teaching strategies and techniques. They are given the opportunity to design and deliver inservice to other teachers. They are able to arrange time in and out of the classroom based on students program and needs. They have gained new knowledge and skills in content areas, specifically multicultural education, exceptionality, and social-emotional education.

They have developed and broadened strategies and skills for working with all students.

There is leadership among teachers as they work with teacher educators, parents, and other teachers.

Teachers are released for inservice during the regular school day, and, lastly, they have been enriched and motivated to desire and to in fact improve their overall teaching skills.

BENEFITS—INTERNS

The interns gained the ability to assess, define objectives, develop strategies, and systematically evaluate student progress. No longer will an intern walk into a classroom, pick up a CAC and start a group of students. But rather he will arrive in there and put these where they need to be.

The interns develop strategies and techniques for working with parents and community residents. No longer do interns have only conference time to meet all of their parents,

The interns have the opportunity to receive training in a wide variety of curricular areas such as multicultural education, diagnostic prescriptive teaching, and community involvement.

Interns receive continuous feedback and evaluation, and lastly, the interns receive priority in hiring in other school districts, as well as the Lansing school district.

BENEFITS—COMMUNITY

Parents and community residents have gained a better understanding and recognition of the needs of students, teachers and the community-at-large.

Training of parents and community residents are selected by parents in areas that they feel they need. For example, we do not always have parents in the areas of reading and math, but rather in drug education, how to make the best of your dollars, and so on.

There has been increased parent involvement in school programs and activities. Again, all parent involvements are not school based, but may take place in the home and community centers and in churches.

Lastly, financial support for the program developed by the parents is important and should continue.

BENEFITS—LANSING SCHOOL DISTRICT

Throughout our internship with Teacher Corps, programs and activities developed and implemented have served to support and expand ongoing as well as new programs in Lansing school district. This support has been specifically in the area of reading, multicultural education, community-based education, exceptionality, and the development of leadership among teachers.

Our future involvement in the Teacher Corps program is desired and needed as we continue to train and retrain teachers to deliver both effective and affective educational programs to our children.

Lastly, I would just like to comment on one of the items recommended for Teacher Corps.

I believe that the support of release time for teachers is something that is necessary and very much desired for our future continuation in the Teacher Corps program.

Thank you.

Mr. **Ford.** Thank you, very much.

STATEMENT OF DR. LELAND DEAN, DEPUTY DEAN, COLLEGE OF EDUCATION, MICHIGAN STATE UNIVERSITY

Dr. **Dean.** I am Leland Dean, associate dean of the College of Education at Michigan State University. I am speaking in behalf of Dean Keith Goldhammer and the college of education at our institution.

Our college has been involved with the Lansing school district in the conduct of Teacher Corps programs for the last 9 years and, although we have not been directly involved in a federally supported teacher center program, we have had close working relationships with public schools in Michigan conducting inservice programs for teachers and learning support personnel. We, therefore, appreciate this opportunity to share with this subcommittee some of our experiences with these programs over the past several years.

Our overall assessment of Teacher Corps and teacher centers indicates that major alterations of these programs are not required. However, we would like to say that we enthusiastically support the efforts of Congress to broaden and strengthen the opportunities for teachers to continue their professional development while on the job. In Michigan more than three-fourths of all teachers have continuing certificates and are thus legally licensed to teach for as long as they wish without ever having to update their skills. More than half of the teachers already have master's degrees and are not likely to seek further formal training. Thus, with the low turnover rate among teachers we are presently experiencing, it becomes imperative that opportunities for continuing professional growth be provided to our presently employed educational personnel.

While we have no specific changes to recommend regarding Teacher Corps and teacher center legislation, we would like to share some things we've learned and to make some suggestions.

The Teacher Corps projects conducted in cooperation with our neighbors in Lansing have benefited our institution in many ways. Among these benefits are such things as:

(1) Opportunities to develop and test new content for teacher education programs in such areas as multicultural, bilingual, and social-emotional education.

(2) Receipt of input from public school teachers, administrators, and community leaders concerning content to be included in teacher preparation programs.

(3) Opportunities for teacher educators to keep up to date on needs of public school personnel through constant contact with the school and its teachers.

(4) Staff development opportunities for new and experienced teacher educators.

(5) A setting for the field testing of new evaluation/documentation techniques for evaluating inservice education experiences and inservice models.

We would urge that planners of inservice programs for teachers give special attention to support services for beginning teachers. Education is notoriously weak in providing programs for induction of new entrants into the profession. Beginning teachers are often placed in difficult assignments vacated by experienced people who have "bid out" to more attractive assignments. Still they are expected to perform at a level of excellence equal to that of the experienced teacher. No preintroduction program can prepare teachers for such a challenge.

Neither colleges or universities nor local school districts have rendered consistent and effective help to beginning teachers. What is needed is further direct onsite assistance to fledgling professionals to help them more adequately cope with the real world problems of the public school classroom. We must support these first-year teachers in the field where a continuing professional development program can be sustained through a partnership of field-based and university professional personnel. In such an internship environment, meaningful elements can be added which will bring together preservice and inservice education with a common educational thrust and format.

We have had a great deal of experience at Michigan State University with programs for beginning teachers that provide extensive opportunities for professional growth through individual assistance and planned group activities. We have found important ways to help bridge the gap between college course work and the public school classroom by helping the new teacher relate theory to practice. These efforts have provided an important new dimension in teacher preparation, and we recommend that more attention be given nationally to the professional growth opportunities made available to new entrants to the teaching profession.

In this regard, we applaud the current effort of the National Institute of Education to consolidate what has been learned from the various support programs for beginning teachers used in the recent past. The experiences of school systems and institutions of higher education that have established such programs should be used to guide the growth of new programs.

It has been our experience that most successful inservice activities teachers have certain things in common.

First, the initiative for the request for inservice education must come from groups of teachers who accept the challenge for growth and change. Unless teachers want to be helped, the efforts will be futile.

Inservice activities must be structured around problems identified by teachers and planned jointly by teachers, administrators, and those from higher education institutions who are going to provide the consultant help.

Ideally, an inservice program should involve the entire staff of a particular school. Teachers working in this setting can be mutally reinforcing and, with common goals, can bring about readily visible improvements in a school program.

School principals should be involved with the staffs of their schools in planning, executing, and evaluating such inservice activities. Principals are often the key to success or failure of professional growth activities leading to improved learning opportunities for youngsters in the classrooms. Their involvement with teachers in all phases of inservice program operation is critical.

Professional development programs must be scheduled on a continuing basis. One-shot messages can be entertaining and make teachers feel good, but lasting results seldom occur from such activities. Ideally, followup with each teacher in his or her classroom should be a part of a long-range ongoing plan.

Time for professional growth programs should be built in as a regular part of a teacher's work assignment. Inservice activities held as after school or weekend add-ons do not find teachers who are psychologically ready for such sessions. We would strongly favor extending the length of the teacher's work year to include a significant number of days set aside for professional development activities.

As inservice programs for teachers have increased in recent years, it has become apparent that trained leadership in this area is lacking. Therefore we would urge that financial resources be provided for institutions of higher education or consortia consisting of an institution of higher education and one or more local education agencies to assist in improving the qualifications of persons with responsibility for designing, delivering, and evaluating State and local school staff development programs.

Persons trained would have the skills to (A) respond to various planning mandates established by Federal law, (B) develop school capacity-building programs for both individual schools, and other institutions which make up the professional development delivery system, and (C) evaluate and modify such programs. Among those who would be served are State certification officers, those who provide technical assistance to the teacher centers, those who undertake needs assessments for schools, staff development specialists, and building principals.

Our college will also support the Schools of Education Assistance Act of 1979, which was introduced in the House of Representatives earlier this month by Congressman Ted Weiss. This bill calls for provision of grants-in-aid during the next 5 years to assist schools of education in retraining faculty. Further, this bill would direct the Department of Health, Education, and Welfare to review curriculum, conversion problems, graduate placement, and intercollegiate planning. The Department would be responsible for reviewing financing to schools of higher education and report to Congress in 1981 with recommendations for the Federal role in this area.

This legislation, if passed, will help educators and educational institutions respond to new and increasing opportunities while coping with current problems. We urge its passage.

Thank you for the opportunity to share our experiences and recommendations with you.

Mr. FORD. Thank you.

Dr. Thomas Ryan.

STATEMENT OF DR. THOMAS F. RYAN, DEPARTMENT OF EDUCATION AND PROFESSIONAL DEVELOPMENT, COLLEGE OF EDUCATION, WESTERN MICHIGAN UNIVERSITY

Dr. RYAN. Thank you; speaking on behalf of my university, I wish to thank you, Mr. Ford, and members of the committee for the opportunity to speak today.

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I've outlined in my written testimony some of the experiences over the past 5 years that have been enjoyed in terms of professional development in Michigan, but I'm particularly interested today to talk to you from the prospective of one who has had the opportunity to work with the Teacher Corps since an experience within cycle 6 as a member of the faculty through a State university working with the Atlanta public schools and, as mentioned earlier, as a representative of my university involved in cycle 10 and 12 projects with the Grand Rapids public schools, and most recently in the successful submission of a grant proposal to enter into a 5-year relationship with the Battle Creek public schools.

In addition to that, Congressman Ford mentioned that Teacher Corps funded an approach to establishing State plans for professional development. I've had the opportunity to serve on the task force for for developing those plans.

Among the myriad questions facing our schools today, one stands out: "How do we provide the best possible education for all our citizens in a time of economic difficulty, utilizing current facilities and, most importantly, employing a stable school staff?"

It is in this last area, school staff, that many education leaders see hope for the maintenance and improvement of quality education.

National interest in programs to help teachers meet classroom needs, variously referred to as professional development, inservice education, continuing education, and staff development, provide a focal point for collaborative efforts to insure the quality of education. Chief among these efforts are the Federal Teacher Corps and teacher center initiatives, which are the subjects of today's hearings. My intention is to comment on the impact of these programs in the broader scope of school improvement, which justifies their continuance, and to speak to their impact on institutions of higher education with specific reference to improved programs for teacher preparation and continued professional development.

As mentioned earlier, many of Michigan's teachers have reached the state of continuing certification and have reached the top or are near the top of their local salary schedules. At the same time, those teachers individually and collectively have voiced their need for continued, well-planned, job related programs to help them meet their own as well as society's expectations.

At this point I would say that I echo the comments of Ms. Wheeler and Dr. Dean in terms of specific developments in Teacher Corps projects and in other aspects of identifying quality inservice programs.

Our problem, simply stated, is to develop a support system which will assist school staffs in providing education experiences which will result in a match between student performance and societal expectations.

Both Federal initiatives are designed to provide support for these efforts. In this context, I would like to speak to four questions critical from the perspective of higher education. Those questions are:

Are these Federal programs necessary?

Should they continue as separate programs?

What is the role of higher education in these programs?

What impact do they have on higher education specifically?

While responding with a resounding "Yes" to the first question, "Are they necessary?", I believe it is well to keep before us the context in which we operate.

During the past 30 years schools have experienced three major thrusts in the efforts to improve the quality of education.

That first thrust had to do with increased rigor in credentialing.

The second had to do with the development of massive curriculum innovation projects.

The third, where we find ourselves today, is an effort at school improvement through staff development.

Those are discussed more fully in my written testimony, but they are mentioned here today simply to bring to your attention the notion that each of these efforts was and remains an act of faith. Each was entered into based on the logic which suggested that extensive efforts on their behalf would result in significant school improvement. Each has, to some degree, failed to meet the test of evaluation which would deem them adequate to signal unqualified success. And the question is, "Why?"

I would suggest today that the answer lies in two aspects of typical school improvement plans. First, they are inadequately conceptualized and second, they tend to address so minute a portion of what we call schooling as to be in large measure useless. Both of the programs in question, Teacher Corps and Teacher Centers, seek to avoid these pitfalls.

Teacher Corps' experience has provided extensive opportunities to explore total organizational and programmatic dimensions and their dynamic interplay from the initial identification of the parties to be involved through personnel selection and community involvement to program specification, delivery, and documentation. Each project faces the multitude of problems encountered daily by practitioners. These encounters provide opportunities to explore alternatives within the local Teacher Corps project community with the support of the entire national Teacher Corps family.

By contrast, teacher centers in their initial stages of development focus attention specifically on the instructional staff. Centers currently in existence serve populations as amall as an individual school building or as large and diverse as multi-system consortia. The approach which undergirds the teacher center movement is that of collaborative efforts of educators assessing their own needs, designing experiences, identifying resources, delivering and evaluating programs.

In each case, the project must deal with the political, economic, and social, as well as the educational questions. Each prospers to the degree that its mission is clearly conceptualized and understood by all participants, as well as to the extent that each participant understands the role they must play.

Both teacher centers and Teacher Corps provide essential direct experience in the conceptual development of programs to address broad ranging school improvement needs. Evidence suggests that such efforts are seldom undertaken by local school districts on their own initiative. Thus, the programs and the experiences they provide are essential.

The second question: Should they continue as separate programs? Again record an emphatic "Yes!" Staff development as a major thrust in school improvement is in its infancy. We simply do not know enough about what works to begin to limit options. There are advantages to be gained; for example, by closely examining the relative effects of the differing coalitions involved in the two programs. Teacher centers bringing together teachers and administrators with token representation to school boards, the public, and higher education may be contrasted with Teacher Corps which links a school district and an institution of higher education together in a 5-year effort. The question of the effects of resource identification and accessibility alone make the continuance of the programs in their separate States essential.

Documentation efforts should be stressed in the interest of capturing not only those prized changes in staff and student performance, but more importantly in an effort to capture the changes in the texture of the school or schools in which project activities reach their ultimate targets. And although separate, there must be joint efforts to share what is learned and to disseminate that information to the field.

So, what is the role of the higher education in these programs? Perhaps it is best to begin by asserting that our role is not to bemoan the loss of control or the infringement of our territorial imperative. Nor is it to sit on the sidelines second-guessing and hoping that it will all go away.

Our role is certainly greater than it appears in the enabling teacher center legislation. In Teacher Corps we are equal partners who have, in the course of 15 years, learned that we are not first among equals. In teacher centers (often as a minority of one), we have the luxury of speaking on behalf of students, or playing the arbiter, of learning, and, even on occasion, teaching.

Although control of teacher centers must obvioulsy rest with practitioners, the institutions of higher education must be considered in two vital dimensions to insure those centers ultimate success. First, we constitute a rich resource of human knowledge, skill, and experience which can both provide needed services and support and extend the efforts of others. Second, and perhaps more importantly, if all teachers are to receive the benefits of staff development in the face of restricted budgets, it seems obvious that the resources of the schools, colleges, and departments of education must be brought into the arena.

In each case, through their representatives, institutions of higher education have the opportunity to forge new alliances, to accede gracefully to the reality that teacher education in its broadest sense is a shared responsibility in which the college of education may play a leadership role, but in which many other individuals, agencies, and organizations also have a vital role to play.

Our role is to learn from the experience with the politics of staff development how to institutionalize the most productive elements of Teacher Corps and teacher center projects. Our focus ought to be to link those experiences and our own in an effort to reconceptualize teacher preparation and professional development as a continuum beginning the day an individual declares the wish to pursue education as a profession and continuing as long and as far as that individual carries their commitment. What we must learn through Teacher Corps and teacher centers is that the commitment of an individual to the profession must be met with an equal commitment from us—the people who are the profession to support their efforts.

Finally, what impact do these programs have on institutions of higher education? Four years of direct involvement in the Teacher Corps have yielded substantial benefits to the programs and personnel of the College of Education at Western Michigan University. Specific products of that relationship are described in exhibit A and on pages 18 through 22 of my written statement.

I would like to take a moment to indicate that although we are not direct participants in the teacher center program, it has affected us. In anticipation of the emerging teacher center legislation, the department of education and professional development in the fall of 1977 established an external advisory council composed of 13 classroom teachers appointed by the president of the Michigan Education Association and 12 school administrators appointed by intermediate school district superintendents in the 16 counties in southwestern Michigan. These individuals were joined by representatives of school boards and social service agencies in a council designed to help chart program direction and delivery for the future. That experience provided a basis for the identification of a policy board to develop a proposal to establish a center at Western. Through this initiative and based on our experience with two State-funded teacher centers, the department has designed and implemented programs and mechanisms which augment and supplement our traditional approach and are reshaping our mission in the continuing professional development of teachers.

Another significant product has been the increased collaborative interaction with the Michigan Department of Education, particularly the office of professional development, and with representatives of school systems and teacher organizations across the State. Continued contact with these individuals provides vital linkages for the institutions of higher education.

Clearly, my university, along with many others, has been influenced by both programs. Our belief is that they will each provide benefits which justify continuance. With that in mind, I offer the following five recommendations:

First, that both the Federal Teacher Corps and the Federal teacher center programs be continued as viable alternatives in exploring effective means of staff development.

Second, that efforts be made to extend the linkages between these important Federal initiatives and from them to practitioners in the field and particularly to teacher preparation institutions.

Third, that as a matter of policy efforts to establish new coalitions between practitioners, their professional organizations, institutions of higher education, State education agencies, and other appropriate stakeholders be encouraged in order to reconceptualize the process by which educators are prepared as a continuum linking preservice and staff development and bringing to bear all available resources in support of quality instruction and school improvement.

Fourth, that while not rushing ahead blindly to evaluate these programs on minimal or tangential evidence, efforts such as those initiated recently by the National Institute of Education to define criteria for successful staff development and to establish the relationship between staff development and successful schools be supported as a reasonable and professionally responsible move toward establishing the worth of our efforts.

Finally, that while pursuing alternate approaches we recognize that the education of the youth of our Nation in the next 25 to 50 years may very well hinge on our ability to come together to provide mutual support as we attempt to provide quality education for all our people.

Staff development is a vital element in that coming together.

Again, I wish to thank the members of the committee, and particularly Mr. Ford, for the opportunity to comment on two extremely vital Federal programs.

Mr. FORD. Thank you, very much.

Dr. Jacqueline Lougheed.

STATEMENT OF DR. JACQUELINE LOUGHEED, ASSOCIATE PROFESSOR, SCHOOL OF HUMAN AND EDUCATIONAL SERVICES, OAKLAND UNIVERSITY

Dr. LOUGHEED. Mr. Ford, members of this subcommittee, first of all, I'd like to thank you for the opportunity to participate in this hearing.

Second, in preparation for what I'm about to say, I'd like to give you a little of my background.

I started teaching in a suburban community, moved to Detroit and for 13 years was a teacher and administrator in that school system, and, for the past 11 years I've been on the staff of Oakland University as a professor. Since 1969 I've been the director of Oakland University's teacher corps program. So, I speak to you as a teacher and a school administrator, university professor, and one who has worked very closely with the Teacher Corps program since 1969.

As has already been stated, the teacher corps legislative mandate is to improve the education of children and to improve the professional development program for teachers.

The mandate is in two parts because we believe that to improve the education of children you must also improve the professional development of the staff that will work with those children.

As demonstration programs, we are also working very carefully to document what we do, and disseminate the effects of what we do in such a way that these efforts can be adapted by others, thereby, spreading the impact of our work to schools, universities, and community groups.

I'd like to speak about teacher corps as a responsive system nationally, stressing collaboration, and responsiveness to needs with a networking system for sharing ideas, resources, and providing technical assistance. Then, I would like to speak of what we've been able to do locally because of our involvement with Teacher Corps.

First, in terms of a belief in collaboration, all teacher corps programs must involve schools, universities, parent groups, community groups, and other youth serving agencies in collaborative arrangements working together to meet specific needs identified through extensive needs assessment. We believe strongly that this collaborative approach is far superior to one that is separate, uncoordinated, and unilateral.

We further believe that collaboration means more than just bringing these groups together periodically. It means providing a forum for parity and reciprocity in governance, program planning, implementation, and evaluation. This approach promotes ownership, participation, and commitment to change. We need to move toward this mode of participatory collaboration in planning new programs for students, developing new and more meaningful community participation models and support systems, and new professional development programs for teachers and all staff.

Our current Oakland/Farmington Teacher Corps program is a youth advocacy program. This means we work with already adjudicated troubled youth. We are working with two agencies, Boys' Republic, a residential treatment center for emotionally disturbed, adolescent, delinquent boys, mostly court appointed from Wayne County; and Sarah Fisher Home, a resident home for abused, neglected, predelinquent youth, again primarily court or other social agency referred, and attending Farmington schools. In addition to working with these two agencies, we are working with the title I elementary schools in Farmington, an intermediate school in Farmington and a Farmington high school.

In order to develop our program, we have, in addition to developmental task forces for each of these sites, a policy board. On the policy board we have the superintendent of Farmington schools, the directors of the two agencies already mentioned, the dean of the school of education, the chairperson of an elected community council and myself as ex officio and nonvoting.

The task forces formed at each site consists of elected members from the community council, representatives from the school, university, and youth-serving agencies. We have just completed a study as to what happens when we bring these people together to plan a program for students and a professional development program for teachers already in the schools.

I've brought the analysis of the data that we've gathered over the year on this form of participatory governance and I'd like to leave a copy with you.

What we have found in analyzing the data is that by bringing these groups together and providing team-building assistance, we have found that they have participated in the process with high levels of attendance and verbal interaction. We have also found that they are more committed to bringing about changes, and working in this fashion, the accomplishments of the task forces are much more extensive than would have been the case if we had planned separately and then superimposed our plans.

Planning without collaboration lacks the ideational richness and completeness, and tends to further inbreed and fix existing notions of what is good and how things should be done.

We need to bring our very best thinking in terms of experiences, expertise and role group expectations to focus on the questions of what is quality education, what is effective teaching and how can we as a group enhance the learning experiences of all children.

We are dealing with some very complex issues in education, and one of the successes that Teacher Corps has had is to be responsive to some of these very complex issues. As you know, Teacher Corps was established by Congress because of a need to address the problems that we found in inner cities and with the rural poor. We have broadened our outreach by including other target populations such as the Hispanic and Mexican Americans, the Native Americans and those students who are in trouble with the law, or incarcerated or in agencies because of problems they are facing.

In our particular Teacher Corps programs at Oakland, we have worked with the inner-city poor of Pontiac and Inkster, the rural and migrant poor in St. Clair County, and currently troubled youth at the institutions already mentioned and those who are predelinquent and troubled in the schools of Farmington.

As further evidence, both in terms of Teacher Corps response to need and desire to promote collaboration, the 10 youth advocacy Teacher Corps programs that deal primarily with troubled youth entered into an interagency agreement in 1976 between Teacher Corps and the Office of Juvenile Justice and Delinquency Prevention. The purpose of this interagency agreement was to study crime and disruption in the schools and concomitant negative attitudes resulting from these acts amoung the teaching staff. This was part of a larger effort to look at this problem area and was supported by Congress through the Safe School Study Act as part of the Education Amendments of 1974.

The Department of Health, Education, and Welfare commissioned NIE to conduct the safe school study. As data for the study was being gathered and analyzed, our interagency agreement began its work.

As a director of one of these programs, we found that school crime and disruption exist regardless of community setting or school. Even though acts vary in terms of type and in some cases frequency, these acts know no geographic, racial or socioeconomic boundaries. This conclusion supports the findings of the safe school study as reported to Congress in an executive summary by Secretary Califano in 1977.

Our study, in addition to showing the existence of disruptive acts and negative attitudes on the part of staff in the schools, substantiated the findings of the safe school study but also proved that we have been able, through certain interventions, to change feelings and attitudes and acts of disruptiveness on the part of students and negative attitudes on the part of staff.

I have a copy of the findings from that study in conjunction with the Office of Juvenile Justice and Delinquency Prevention which was an addition to our ongoing Teacher Corps program, and I will leave a copy with you, Mr. Ford.

In addition, I would like to leave with you a description of the ongoing Teacher Corps program. We are just finishing our first of five years, and I would like to especially point to the very extensive needs assessment done in preparation of the proposal and the results of the data that we gathered as to needs the teachers and administrators expressed in each school as well as some of the climate data for these buildings.

At the present time, there are 79 Teacher Corps projects that were funded program in 1978. We are currently funding 51 projects in program 1979. These projects represent a very comprehensive national effort in collaboration and sharing. Every project is involved in a regional network and these networks meet periodically to share ideas resources so as to eliminate duplication of efforts.

I think that in terms of what we have been able to do at Oakland in completely revamping the elementary undergraduate teacher preparation programs, because of our experiences in Teacher Corps, and providing the field testing and various components for several of the graduate programs in counseling and guidance and special education and now a new graduate concentration in youth advocacy, Teacher Corps had provided Oakland University and the schools with which we've worked opportunities to improve what we're doing for children and to improve what we're doing in preparing teachers for the schools.

Thank you.

Mr. **Ford**. Thank you, very much.

When the Teacher Corps was created as part of the Higher Education Act in 1965, it came on the heels of the enactment of the Elementary and Secondary Education Act of 1965, which was the culmination of many years of debate at the Federal level with respect to the appropriate role for the Federal Government in supporting education and the best mechanism for that support.

There was strong advocacy for federal aid to education for many years in the country which remained divided until President Johnson was able to put together a broad-based coalition of interest groups to support his legislation.

When we reflected back on what we had before, we first discovered in the hearings which are now taking place that there was some difficulty in the education community in grasping the concepts of title I, which assisted [illegible] working with the problems of educationally deprived children. Ever since we wrote that act in 1965, one of the most frequent questions I've had asked is why didn't we say in the statute what we meant by an educationally deprived child.

As a matter of fact, we have resisted every effort by well-meaning Members of Congress to put a definite definition on that term because we learned very early in the consideration of this national legislation that the needs of Chairman Perkins' district in eastern Kentucky were somewhat different than the needs of New York City and Detroit and similar cities. We tried to maintain as much flexibility as possible. But, the central theme that came across to people and caused a good deal of confusion was using the correlation between concentration of low income children and the need for supplemental educational assistance as a basis upon which we could build a national program. And at the same time we wanted to have some assurance that programs that were supplementing and not supplanting the ongoing efforts of local educational agencies would be developed across the country with special emphasis on the educationally deprived child in a particular setting or community.

The schools were growing so fast that in this area of the State we had children on half days and dual sessions. It was fairly typical in the Midwest-Northeast during that period. That whole process has reversed with declining enrollments.

The concept of the Teacher Corps came along as we were concluding action on that bill and being told more and more by professionals that it was going to be difficult for people to adjust to a different idea of educational programs. We were going to target students with special needs.

Almost immediately after the passage of that act, we discovered that certain kinds of people were in great demand. For example, the title II programs for librarians, textbooks and teaching materials almost immediately dried up the supply of available school librarians in the country. So, we had an immediate reaction in education to find a way to train more librarians.

Lacking experience in the field, one of the first—and probably wise—things that people did to title I was to develop remedial reading programs. So, all of a sudden we have a shortage of remedial reading teachers about the time we were ready to respond by putting a premium on the training of remedial reading teachers. What was really going to be a problem was whether or not we could provide a form and methodology that would permit imaginative, educational professionals to try things presented before numerous groups as doctoral dissertations.

For many years the Teacher Corps was thought of as an opportunity to link the "teacher factories", as they were referred to at that time in the schools of education, and other university and college resources with the real world of education. That was done in the context of rapidly growing school systems and a rapidly expanding school population.

One of you has just mentioned the rather startling point that the initiatives for continuing education for teachers are virtually dried up in Michigan, because the primary considerations of promotions and professional attainment that were involved in continuing education have been reached by some 77 percent of all of the teachers in our State and some 75 percent are at the top of their wage scale. That perhaps illustrates what's happening in other parts of the country with respect to the makeup of professionals in the classroom in a contracting school system. Because, with very few exceptions, the student population is dropping, the opportunities for new teachers to enter the profession are disappearing. Some of us are concerned that the continual process of new people coming from their own educational experience into a classroom which we relied on and took for granted for a long time is not going to have the kind of significant impact on school it has had in the past.

Each of you has suggested that in your opinion you believe that Teacher Corps should be continued. You all very modestly refrained from saying that we should spend more money on it.

We are confronted with a populace which questions why you want to worry about training teachers when we have too many of them already. I don't know of any other program that we have that provides the support of the training of teachers, which has the potential that this one has in dealing with a professional group of classroom teachers in a continuing way, given the fact that the dynamic of expansion has now lifted.

I see Dr. William Simmons back there. The Library of Congress thought we were crazy at the beginning of the 1970's when at his insistance—he was then the assistant superintendent for the Detroit Public Schools—we asked them to begin setting up some demographics for public education across the country with the probability that what the sociologists were anticipating in declining enrollments was true. We couldn't discuss the issue effectively here in Michigan because people believed it was always going to go on the way it had been.

Is this program written in 1965 with the dynamics of the sixties in mind, still relevant to the needs of elementary and secondary education at the end of the seventies?

Can we still justify it, even though there has been this very dramatic difference; and if we do, what are the characteristics of the program that tell us it will be needed in the eighties?

Dr. **Ryan**. I'd like to respond to that.

In terms of the flexibility of the programs, I would answer distinctly yes, and I would start by saying that while the external constraints or sanctions which have in the past led educational personnel to seek additional professional growth may be reduced, that the personal motivations of teachers, individually or collectively, has increased and that there are very few teachers in the State of Michigan and in other States who are not acutely aware of the need to grow professionally, as well as the changes in the situation that you've just outlined, as well as in the changes in the growth and knowledge of the development of new curriculum materials and the like. So, from the standpoint of motivation, I think educational personnel across the country are aware of the need to grow.

The Teacher Corps provides an opportunity, I think, to do something that has not been done in the past, and that is, to refocus from the production of personnel to what I suggested earlier, and that is to school improvement and to focus on bringing together a coalition of resources that will not only tend to improve student learning, but will attend to parent involvement and community involvement and all those various dimensions of the dynamic that is a community school.

As we at Western Michigan enter into a 5-year project with the Battle Creek schools, we have had an opportunity to explore that in depth, and we feel that the Teacher Corps provides a distinct opportunity to look at the place where the action is; that is, in the individual schoolhouse in the individual community and to take a look at what the stakeholders in that community feel quality education ought to be. And, whether that is their own opinion or an opinion shaped not only by themselves but by courts and our legislative bodies, we find that working together they can come to a very clear picture of directions that they need to follow.

We feel very strongly that Teacher Corps as a mechanism enables us to bring to bear all of the resources that are essential to the development of a quality school building or school system. I think it's particularly important, talking about "teacher factories" and the like, in 1970 Western Michigan University recommended 4,000 initial certifications to this State, and this year we will recommend about 700. I think that's indicative of the changes you were speaking of earlier. It also suggests that not only as a matter of institutional survival, but it's a matter of our only renewal, because we do exist, and we do have individuals who have skills and knowledge which are useful. That bringing them more closely in line with the action in the schools is an essential element in total school improvement. That's why I suggest that the Teacher Corps, as a specific requirement requiring these agencies to come together, provides a vital mechanism.

I would not slight the teacher center program in that regard either, because while an alternate approach, it does provide a different way of trying to orchestrate resources to attack the same kind of problem.

I would say that the Teacher Corps most definitely provides the flexibility needed to attack today's problems, both the declining enrollment and one that we haven't mentioned, and that is the notion of teacher "burn out" or stress in career renewal, or however you want to term that dimension of school problems.

Dr. Lougheed. I'd also like to speak to the flexability. There's a needs responsiveness to Teacher Corps that is reflected in terms of the number of interns we train now as new teachers.

When I first started with Teacher Corps in 1969, we recruited between 36 and 42 interns for our Teacher Corps programs, These interns were entering the teaching profession for the first time. Now we train four interns and we are concentrating most of our efforts on helping the staff in the schools, and in the agencies in our case, to work more effectively with an ever-increasing number of kids who come to us who are disruptive, who do not adjust and adapt to school and who need special kinds of help and assistance from their teachers.

This is a new area for us. In fact, in the State of Michigan we are the first institution of higher education to begin to develop graduate programs for teachers who work primarily with children who are the "burned out," "pushed out," "turned off," and who are all very confused and troubled kids. We are developing programs to help to prepare staff and retrain staff to be more effective with this type of child.

We also find that not only in our needs studies and needs assessment, but those done by our State department, and this may be addressed later, that one of the first needs that is identified by a teaching staff is the fact that there's an ever-increasing number of disruptive children. Teachers are having problems with classroom management; they are having problems with classroom behavior, and we are concentrating our activities in our Teacher Corps program to provide staffs with better strategies and interventions that are more effective with troubled young people.

Dr. Dean. I certainly would support the statements of my two colleagues. I think the flexibility of Teachers Corps has been demonstrated with the shift that has taken place from that of primarily training large numbers of teachers for schools and in the private areas to one where inservice has become the main focus.

Mr. Buchanan. They asked me to move my microphone up a little bit ago. I hope you did not fail to hear the good words I mentioned about Bill Ford or the State of Michigan.

I remember when Dr. David Matthews of the University of Alabama was, for a brief time, Secretary of HEW, and he made a speech to the graduate alumni association of the University of Alabama Medical School at Birmingham. He brought with him a problematic chart of the health care program from the Department of HEW, which was about 7 feet long and 3 feet deep and was filled with little dots connected by lines. It looked like the inside of the Southern Bell Telephone System. That was the problematic chart of the one-fourth of HEW health care program, so the next time the commissioner of education testified before our committee, I asked him to bring his problematic chart and it looked the same way. For example, there are over 37 separate authorizations in Federal law providing for some type of teacher training, and 19 of these 37 programs are identifiable as line items in the budget.

We spent in fiscal year 1978, $222 million for education professional development; that's 2 percent of the $10 billion budget for that year.

The newly established Bureau of Student Improvement administratively coordinated these various operations.

Do you feel we need to legislate coordination between these different educational professional development programs; we do have quite a multiplicity of them, or do you have an opinion on that subject?

Dr. **Dean**. I don't think it's necessary to legislate coordination among these. At least in our case we have had no difficulty in trying to bring about coordination in those programs where we've been involved.

Dr. **Ryan**. The fact of coordination—or the problem of coordination—seems to hinge on the lack of clarity of the problems, with the stipulations in some programs, particularly some categorical programs dealing with what is professional development or what is staff development and how those elements of those programs are defined.

I think one of the advantages in both the Teacher Corps and teacher center initiatives is that they are clearly a thrust toward staff development and as such have a fairly distinct mission. Some of the other elements that have traditionally taken a focus on improved personnel if you will, or personnel competency, are less clearly defined and I think are subject to some distortion between the time the reading of the legislation passes before you gentlemen and the time it gets to my local school district. And, as such, I think they suffer a kind of a not only a distortion, but also suffer a general malais in terms of the crisis in confidence regarding the competence of individuals who seek to administer those programs.

I think that a number of programs associated with such things as career education and vocational education and some of the specialized legislation may be suspect not because of the intent of either the authorizers of the bill or implementors or administrators, but because of some lack of clarity about exactly where they are to go once they get to the delivery of direct services to teachers and to children in schools. I think that if we were to clarify some of those elements we would go a long way to achieving coordination. And, one of the things that our friend, Dr. John Porter, State Superintendent of Public Instruction, likes to talk about is the large number of dollars that flows through the State department or the Federal Government toward local school districts for the purpose of staff improvement. He continues to remind us in the State meetings, in trying to coordinate those efforts. We have difficulty sometimes coming together as to exactly what it is we are coordinating.

I think that the clarity of definition is where the weakness is. I think that once that occurs, that that plus the notion that what we are about is school improvement—I keep coming back to that—would serve a great deal to stimulate coordination at the local and at the State level, which I think would come together with the recent stipulations in the ESEA to create linkages and networking and those things which should result in some greater coordination.

Dr. **Lougheed**. I'd like to agree with my colleagues here. If the intent of some of the different programs should be clarified, it would certainly be easier at the local level to coordinate. When you have coordination of a variety of programs, the specific goals are lost and more general, and sometimes more responsive goals result. So, I would suggest that clarification of intent certainly would facilitate coordination.

Mr. **Buchanan**. It tends to be our habit in Congress to legislate on a crisis reaction as you made very clear in your statement, Dr. Lougheed.

We zeroed in on the problem of low income, inner city, and rural students and the need to upgrade education for such students, and hence start a Teacher Corps and Teacher Center programs.

I wonder, while these needs still exist and are still important and I don't mean to imply other than that, is this kind of training and effort not of value in education in general?

It seems to me that what you're doing in Teacher Corps and Teacher Centers is something that could be of tremendous value to education throughout this system.

Would you concur with this?

Dr. **Lougheed**. Yes; I think there has been a tendency for crisis reaction and in most cases it was a very good thing that there was this type of reaction. We have been dealing with some crises in education that we had to react to. Certainly as an administrator in Detroit, I was in some buildings where we were not responsive to the student needs and a lot of the material in the early and middle 1960's did not respond to the needs of innercity children. In many cases we were providing only a custodial care environment for those kids. We had to respond to the needs and make the necessary changes and to improve the educational environment. In addition, we have responded to the needs of teachers and staff of children who are incarcerated or in social service agencies because of their special needs.

But I think what we have learned as we have responded to these serious crises is that we can generalize from these efforts. Indeed, what has been developed has more universality than the specific group for which it was intended. Out of our efforts in responding to these serious crises, we have broadened our scope of effectiveness in responding to a wider range of human variability within regular classroom situations. What we are doing helps children from that broader range of human variability. This takes a very different kind of training for people working in classrooms. I think some of the experiences that we have had in responding to crises has helped us in responding to a new area of concern in terms of how a classroom teacher can respond to children with minimal learning disabilities, minimal emotional impairment, with individualized and personalized needs. I think because of our experiences in this crisis reaction, we now can respond more broadly to the general needs and concerns of educating children and helping teachers.

Dr. **Dean**. I think you're entirely correct that many of the general emphases of the Teacher Corps program are generally applicable and we can point to many changes that have been made from it in our regular program that we have generalized to all teachers.

Dr. **Ryan**. I think I would respond, too, in a slightly different way. Aside from responding to crises, perhaps one of the major outcomes of teacher preparation across the country has been the love affair between colleges of education and the credentialing system, which tends to match up permanent certification and a master's degree. The result of that has been in many cases a kind of loose common denominator approach to staff development. I think that institutions of higher education, having to serve teachers who, during the late 1950's and through the 1960's, might be expected to move from district to district and State to State, found themselves having to deal with that parcitular problem in their training. And, I think that the Teacher Corps and the Teacher Center, if it's going to have lasting effects, will—it will turn from our experience of focusing in on school systems and buildings and will focus on the staff that makes up the building.

Now, if we focus solely on the so-called disadvantaged or slow learner or whatever, we sometimes find that given a court action or some other factor of economic change, that child is no longer in that building; they're in another building.

It seems to me that the long-range effect of our efforts has to be in terms of learning how to move into a school system, into a school building, and to work with the people that do education in that building or that system and to look at them as a fairly stable population that is beset by all of the variables that affect the parents and children and the business people and the like that make up that community.

One of the facts that we didn't mention is that our turnover in education and our personnel in this State right now sits at 3 percent. Some people might look at that as an alarming factor in terms of bringing in new blood. At the same time it does justify, I think, additional attention to a group that is likely to be here for an extended period of time. In other words, in 1964 I think our elementary teachers in Michigan had an average career in the schools of 2.2 years. I think now we see that they're staying longer and longer, and we can justify a different approach.

I would recommend a continuation of the program, which is supported by the flexibility in the legislation that Teacher Corps is on school building and school system improvement.

Mr. Buchanan. You don't think we need legislation for change in this area, then?

Dr. Ryan. No.

Mr. Buchanan. Well, I think, as is true throughout education, inadequate funding tends to be our Federal problem on other levels as well. I could wish that we could apply the values of Teacher Corps-Teacher Centers sufficiently and generally throughout educational systems. I don't know who should do it—maybe Michigan should and not Washington—but is seems to me, if we could find a way to strenthen the initiatives such as Michigan has taken as well as have a few other States, it would be a very healthy thing.

Thank you.

Mr. Ford. There is a litle competition here with these two programs, which presents some interesting political problems at the Federal level. The Teacher Corps came into existence, as we know, by an action of the Congress in 1965. The teacher center program came along later in 1976, and came from the Senate side, and I think it was Senator Humphrey's project over there. They made it very clear that they expected the teacher center program would be conducted in a way that would avoid overlaps with Teachers Corps.

And, everthing that we've heard here today suggests the need for cooperation. In recent history, the National Education Association is sending statements to the U.S. Commissioner of Education which would be characterized as a strong pro-Teacher Center and implicating an anti-Teacher Corps position.

On the other hand, the American Association of Colleges of Teacher Education, committees of associations of schools and colleges and land grant colleges have communicated to the commissioner in just the opposite way. We sense a strong pro-Teacher Corps position and really an anti-Teacher Center position.

Now, what this obviously represents is a basic perception about who's in charge.

In response to Congressman Buchanan's question about whether or not you thought we had to legislate in this area, I have talked to Dr. John Porter; Superintendent of Public Instruction in Michigan. I know what he and other people in his position are talking about in terms of a large number of Federal programs with some kind of staff development component; handicapped, vocational education, and bilingual education. All of these programs speak about using part of the money to develop staff capability, but counsel called my attention to the fact that absent specific legislation on our part, you can't do that; you can't coordinate them.

In 1972, Senator Cranston of California introduced an amendment which was put into the general provisions of the education acts with respect to the administration of education programs.

In 1972, the Nixon strategy with respect to categorical programs was to combine the programs into what was supposed to be a very simplified system which made it easier to administer. The Congress didn't react to that in a very positive way. We were going to have education revenue sharing and other types of things which would have bypassed the existing categories.

The Teacher Corps and Teacher Center programs are the only two unspecified programs for general teaching or personnel training programs that we have in the entire Office of Education. All of the other programs are categorically identified for a particular type of educational need. As a result of Mr. Cranston's amendment, which was designed to prevent programs from being folded together so that some programs would be treated with favor by the Office of Education, or dissolved in the process, it would be necessary for us to specifically pick from these categorical programs the programs that would be added to Teacher Corps or for which we would permit the commissioner to merge the programs with Teacher Corps and Teacher Centers.

Even at the State level, competition between categories is such that in some States one kind of category would receive very sympathetic attention in the case of combinations, while in another State or another part of the country it would be a different category that would receive the same bilingual programs.

It has been a great experience for us to observe how extremely difficult it has been for States and local agencies to recognize any need, long beyond the point when the need should have been recognized by educators. As a result, we now have whole constituents of people who are very specific about the needs and can't even get agreement on what it is we started out to do on the program. The concept of the program in New York City is so much different than in Los Angeles that one can't recognize that they're the same.

The general tendency in this community has been that while none of this makes sense in terms of how you draw lines between boxes on a chart, it does leave a lot of local, State, and regional flexibility to identify their own priorities without forgetting the national policy that led to the investment of Federal dollars.

In programs like migrant education and others, we have a bare handful of States that are doing anything in staff development. About the time we started enacting Federal legislation, the courts began to tell school districts that this prevented equal education because the student couldn't understand what the teacher was saying. Here in our State, our legislature responded before it was necessary for anyone to go to court, and we probably now have one of the most progressive, although difficult in some ways to live with, bilingual requirements in any of the States. Our legislature passed a bilingual law after the California decision, which suddenly focused everyone's attention on the fact that if you don't do something, the courts will do it for you.

Also in this State, we were out front in recognizing that there were special problems for handicapped people which amounted to barring their access to free public education, but the Federal Government moved with that legislation earlier than we did here, although the initial lobbying for that legislation came from Michigan.

I wish that you people would consider the way the programs are now working in Michigan and give us your specific recommendations about whether or not you think that we should legislate the possibility of both the Teacher Corps and teacher center, because absent legislation, it just can't be done. There is clearly an inhibition placed on the Commissioner of Education which was placed there for a reason which may no longer be relevant. We didn't trust him in 1972. I don't know whether it's safe to trust the commissioner, but it's entirely possible that consolidation has been recommended by the groups that you are part of, and that Congress would, during this reauthorization, be open to at least considering that kind of change if a case can be made for it.

Thank you very much for your contribution to these hearings, and I hope we'll hear more from you.

If you can, I wish you'd stay for the last panel today. I think you'd find it interesting.

Mr. Edward Simpkins, Wayne State University, Dr. Guy Stern, provost, Wayne State University; Dr. Rae Levis, director, State and Federal programs, Wayne County Intermediate School District; Ms. Patricia Weiler, director, Teacher Center Resource Exchange, American Federation of Teachers.

Without objection, the statement prepared by the witness will be inserted in full at this point in the record.

We will proceed with the panel's comments starting with Dr. Levis.

[Prepared statements referred to follow:]

PREPARED STATEMENT OF DR. GUY STERN, PROVOST, WAYNE STATE UNIVERSITY

Five years ago the Wayne State faculty created a model teacher center for the purpose of delivering inservice training in metropolitan Detroit. Several organizations proposed models but the Legislature, in its wisdom, elected to fund the Detroit Center for Professional Growth and Development. We also sought out and hired a director, Dr. Jessie Kennedy who, to this day, continues to serve in that capacity.

Our model was unique and won the support of the Detroit Federation of Teachers, the Organization of School Administrators and Supervisors, the Wayne County Intermediate School District and, of course, Wayne State University. The critical difference between the Center which we created and the concept encouraged by the State and by the Michigan Education Association was in the governance component. We believed then as now that a single model for a complicated system spanning more than 500 school districts in the State of Michigan was inappropriate. The governance structure proposed by the State at that time which mandated a majority of teachers on the Governance Board made consensus among the groups necessary to implement staff development impossible to achieve. We believed then as we do now that the governance of inservice training in K-12 education requires the cooperation of many professionals in the field. Hence, we proposed and won a governance structure that would permit parity among the colleges of education, the school districts involved, the teachers' union, the principals' union, and the intermediate school districts. It was under such a structure that our much heralded Center was created. In its four years of existence, despite the fact that each organization involved in the governance had the right to veto any actions taken, the veto was never cast. Despite this record of achievement and cooperation a singular federal model was subsequently adopted incorporating as one of its features a requirement that the governance structure of federally funded Centers include at least fifty-one per cent teachers. This precedent has tended to undermine efforts at experimenting with diverse governance structures within the State of Michigan. In addition, colleges of education under the Federal rules were limited in their capacities to serve as fiscal agents for such programs. We see these as major weaknesses in the existing legislation and urge the adoption of a more flexible approach as the development of future legislation moves forward. It is clear to us that greater access to participation in the procurement of funding and the delivery of inservice training should be accorded higher education under new Federal guidelines.

The Teacher Corps program, on the other hand, has served the Nation well for more than a decade. It is an open program which has offered opportunities for teaching to many fine candidates who had originally elected a different choice of occupation. Through the efforts of the Teacher Corps a considerable degree of program rejuvenation and staff retraining has taken place within the Nation's 16,000 school districts and within its 17 major urban universities. Community participation in the development and staffing of programs has been encouraged by Teacher Corps guidelines. Faculty interaction, enrichment, and re-training have received considerable support. As a program the Teacher Corps is broadly participatory and achieves a wide range of goals including (1) the inservice training of school staffs, (2) the preservice training of school staffs, (3) graduate assistant funding, (4) support for urban school districts (a) multi-cultural education, (b) bilingual education, (c) assistance for school districts pursuing mandatory desegregation and (d) assistance for school districts in implementing P.L. 94-142.

Clearly an agency such as Teacher Corps merits continued funding and support on the basis of its sound track record within our Nation's metropolitan school districts. We urge the Congress of the United States to extend funding of Teacher Corps and to give every consideration to an expansion of its mission so that it may continue to provide the opportunities for diverse approaches to training on both the pre-service and inservice levels. We also urge the Congress to be especially cognizant of the diverse nature of the fifty states and the more than 16,000 districts within their boundaries. Such cognizance can be expressed in future legislation by taking action to remove from existing law the present restrictions on governance for teacher centers. The need for institutions of higher education to provide inservice training for staff as a part of their mission should be recognized in any proposed federal legislation. In the interest of our public schools and colleges, we urge you to support the enactment of current legislation which reflects these needs and extend our cooperation to you for success in your efforts.

Statement of

RAE M. LEVIS, DIRECTOR, OFFICE OF STATE & FEDERAL PROGRAMS
WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT
before the
SUBCOMMITTEE ON POSTSECONDARY EDUCATION
of the
COMMITTEE ON EDUCATION & LABOR
TITLE V (TEACHER CORPS & TEACHER TRAINING)
of the
HIGHER EDUCATION ACT

FRIDAY, MAY 25, 1979

Mr. Chairman and Members of the Committee:

I appreciate very much the opportunity to appear before this subcommittee and to comment on Title V of the Higher Education Act, the reauthorization of which includes Teacher Corps and teacher training. My remarks will be addressed specifically to the need for regional approaches to such training and to the role that educational service agencies can play in the emerging and expanding concept that teacher training and retraining will ultimately impact student learning.

Definition of the educational service agency is probably necessary prior to examination of its role/function in teacher training. This middle-level unit of school government was defined by the National Education Association in 1963 as "an agency that operates at a regional level, giving coordination and supplementary services to local school districts and serving as a link between these basic administrative units and the state education authority."[1] Recently three basic forms of the unit have been identified:

1. A legally constituted unit of school government existing between the state education agency and a collection of local school districts established to provide services for both member local education agencies and the state education agency;
2. A branch of the state education agency;
3. An educational cooperative created by two or more local education agencies.

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[1] Alvin E. Rhodes, Better Education Through Effective Intermediate Units. (Washington, D.C.: National Education Association of the United States, Department of Rural Education, 1963), pp. 3-4.

The educational service agency in one or some combination of these forms exists today in at least thirty states: eleven states (Georgia, Illinois, Iowa, Michigan, Minnesota, Nebraska, Pennsylvania, Texas, Washington, West Virginia and Wisconsin) currently have statewide networks of educational service agencies; eleven have educational cooperatives (Rhode Island, Connecticut, New Jersey, Maryland, Virginia, South Carolina, Tennessee, Alabama, Mississippi, Idaho, and Wyoming); three (Colorado, Oregon, and New York) have partial statewide systems; two have strengthened county school systems (California and Ohio); and three have decentralized state education agencies (Massachusetts, North Carolina, and Kentucky).

In Michigan the educational service agency is a middle-level unit of school government functioning as the "Intermediate School District" between the state and local district. The Wayne County Intermediate School District is the largest educational service agency in Michigan (and the third largest in the nation) and serves half a million pupils and thirty-thousand teachers, administrators and other school personnel in the metropolitan Detroit area. Its staff and executive officers are actively studying its roles and functions locally, regionally and nationally, are engaged in a variety of leadership, staff development, inservice, training and retraining activities, and work in many ways with its thirty-six constituent local districts to benefit both the educational system and its clients.

In the most recent annual needs assessment conducted with the thirty-six local districts, staff development for administrators and teachers was identified as the highest need in Wayne County. A copy of the analyzed needs assessment indicating priorities and present gaps in services is appended to my testimony for your information.

To meet specific needs, such as staff development, educational service agencies have encouraged and coordinated the formation of "catchment areas" where services are offered to several districts and thus to more people (teachers, administrators, students) on a shared basis, thereby reducing costs. This arrangement is also successful in special education, vocational-technical education, continuing education for teenage parents, and in other areas where low incidence of populations to be served may not justify the cost of individual programs.

There are five presently-formed staff development catchment areas in Wayne County, one of which has a federally-funded teacher center and includes the seven local school districts of Livonia, Plymouth, Garden City, South Redford, Redford Union, Northville, and Cherry Hill. An example of a special education "catchment area" is one which serves students and professionals in Inkster, Romulus, Van Buren and Wayne-Westland. A notable vocational education area is the Downriver grouping of Flat Rock, Gibraltar, Huron, Riverview, and Woodhaven.

With the numbers and kinds of resources that currently exist in the educational service agency, it certainly has a role in the concept, confirmation, and implementation of the teacher center as a viable process for widespread improvement of schooling. Specifically, its roles/functions include coordination, dissemination, development, and brokering.

COORDINATION

The educational service agency has a history of collaborative working relationships with universities in offering both degree and non-degree field-based and other kinds of cooperative programs. Examples of programs of this type can be found in the Merrimack Regional Education Center in Massachusetts, in many regional agencies in Texas, BOCES in New York and in the Wayne County Intermediate School District's Interinstitutional Workshop and the Eastern Michigan University/Taylor, Inkster, Wayne-Westland staff development center. Field-based doctoral programs in leadership and vocational and special education have been conducted cooperatively by the Wayne County Intermediate School District and several Michigan universities. The Detroit Teacher Center's governance board includes Detroit personnel along with personnel from Wayne State University and the Wayne County Intermediate School District. Staff development activities of this center have also consistently involved staff from the Intermediate School District. Inservice sessions for teachers have been carried out by this and other educational service agencies in a variety of topic areas and with commitment of personnel and participant credit from universities.

In addition to university collaborative ventures educational service agencies have brought about interagency cooperation for staff training and retraining with non-educational resources such as civil governments, business and industry, work-education councils, community colleges, mental health facilities, other intermediate service agencies, and regional labs and centers. The educational service agencies have influenced the delivery of training services to youth and adults in a variety of settings using many resources, among which are local contributions and state and federal funds. The latter include not only educational funds but also labor, health, welfare, and social resources.

Because of their size, numbers, accessibility, and regional thrust, educational service agencies provide a manageable vehicle for the cost-effective delivery of state and federal programs to local educators. By coordinating services among local districts, educational service agencies can effect more impact per dollar spent on professional development, which is appropriately offered on a multi-district basis. Such multi-district staff development does not preclude locally-sponsored inservice activities; rather it enhances such efforts by coordinating resources, discriminating between local and regional issues, and identifying creative problem-solving approaches.

Staff development programs usually require a critical mass of participants for cost effectiveness and program adequacy.

Frequently, low incidence needs are identified at the local level for small populations, e.g., curriculum directors, federal program specialists, art or physical education teachers, physics teachers, or superintendents. By organizing training programs on a regional or educational service agency basis, such low incidence needs and groups which would normally be ignored or minimally addressed in less-than-relevant other inservice sessions can be met with greater economy, adequacy, quality, and efficiency.

The educational service agency has a major role to play in coordination and leadership. This role is not authoritarian; rather, it reinforces the policies of the state board of education and the integrity of the local education agency. The education service agency emphasizes educational planning, development, and communication, as well as coordination. It is leadership-oriented, and its role is to seek solutions to educational problems requiring information, human skills, and utilization of knowledge and technology. This role complements the state education leadership function and interprets and augments its regulatory role. It simultaneously provides requested coordination and services to local school districts without impinging upon the authority of their governing boards. These are the easily identified strengths required to plan, develop and deliver appropriate educational staff development.

DISSEMINATION

Educational service agencies have established staff development materials collections. These collections usually consist of R & D products developed through federal programs, commercial materials, and materials locally adapted to meet identified needs. Materials collections alone, however, do not create good staff development, and the educational service agency in its unique position in the education hierarchy can add the other necessary dimensions. It has access to a large constituency of educational practitioners and simultaneously to bodies of knowledge. It can provide appropriate linkage between the two by offering help to the practitioner in solving real problems and by developing field uses for good materials. These necessary components of effective teacher training can be brought together by the educational service agency because of the following existing conditions:

1. The needs of clients, based on their requests for service, control local interaction with the educational service agency. This permits the development of training programs based on information exchange, the dissemination of materials based on need, and the utilization of established networks.
2. The educational service agency maintains information banks geared to the needs of a reasonably-sized and known client population. Response to client inservice training needs can, therefore, be rapid and based on firsthand information and knowledge.

> Trained personnel to help local distrit staff adopt or adapt validated projects and programs developed with state and federal funding are available in the educational service agency. They use existing networks to disseminate information about effective programs and to train relatively large numbers of local educators at reasonable cost to use these programs effectively.

DEVELOPMENT

Educational service agencies working with their constituents, coordinating the services of other agencies, and interpreting and managing state permissive and mandated functions frequently bring together resources which permit the development of innovative approaches to the training of educational staff. Examples of some creative responses are regionally developed training modules in such areas as stress, needs assessment, leadership style, and conflict management.

The planning and development of on-going or recurrent training with appropriate follow-up can readily be provided by educational service agencies because of their continuing relationships with local school district staff. These kinds of activities help to assure that skills taught and learned are implemented in an effective manner and at the most important level -- the classroom.

The educational service agency has the capacity to develop training services of a highly sophisticated and technological nature. This is because of the cooperative, mutually defined and agreed upon nature of the comprehensive, high quality, supplemental and cost effective services provided to local school districts. For example, services such as developing, conducting, and analyzing assessments of training needs at both the regional and local district level are practical and possible with the use of computer technology, but unmanageable and implausible without it. Training programs developed on the basis of actual, identified, and real needs are likely to impact student achievement.

BROKERING

Education service agencies are in a unique position to assist local school districts in identifying resources for staff development programs offered at the single building and/or local district level. Human resource banks and professional contacts with other agency and school district personnel create readily accessible and available information about competent, knowledgeable people for requested training. The role of broker connecting clients to resources in other agencies and networks is necessary for excellence in educational training and a legitimate function of the educational service agency.

The roles/functions that have been described lead me to the major purpose of these remarks -- recommendations regarding the place of the regional service agency in the delivery of teacher training services under Title V of the Higher Education Act.

The diversity that exists among educational service agencies across the nation can assure appropriate response to differing needs and goals in teacher and other staff training. The flexibility in organization and delivery of services -- not possible at the state or local levels -- can create new patterns and techniques for problem-solving and shared decision-making. The professional, physical, and ideological proximity of the educational service agency to its constituent districts encourages local school district staffs at all levels -- teachers, counselors, administrators, and even board members -- to participate separately and in joint sessions for staff development. Finally, the educational service agency can contribute to equality of educational opportunity for all children by promoting staff development activities that minimize barriers to educational achievement and increase cooperation and educational interchange among urban, suburban and rural education agencies to reduce isolation and provincialism.

Because of these identifiable strengths I would like to recommend that the educational service agency be included in Title V of the Higher Education Act as one of the specific agencies eligible to deliver training services aimed ultimately at improving student learning. Such inclusion is consistent with previous Congressional action and should not be viewed as intrusion into new fields of endeavor. The full participation of educational service agencies in such legislation as the Elementary and Secondary Education Act is an example of the kind of involvement that would be considered appropriate in this case.

Although a relative newcomer in the educational hierarchy, educational service agencies have proven through participation in other federal legislation such as the old Education Professions Development Act, the National Defense Education Act, National Science Foundation training programs, the Elementary and Secondary Education Act, and the Comprehensive Employment and Training Act and its precursor, the Manpower Development and Training Act, that they can provide a highly cost effective, competent, visible, and accountable program for the training, retraining, and professional development of local district educational staff. This recommendation for direct consideration in this piece of legislation is based on the goal of the educational service agency to assist, support, and strengthen the local education agency in its mandate to provide the most effective possible education for all.

WORKING DRAFT

WORKING DRAFT

Ways I.S.D. Can Help Meet Challenges as Identified by Wayne County Superintendents (In Order of Priority)	Current I.S.D. Services and/or Programs	GAPS	Suggested Implications for New Services (Not necessarily related one to one with Gaps)
1. Staff Development - Administrator (25) Workshops, academy, sharing sessions, new superintendents meet with Intermediate School District administrators, board of education (3)	General Education Administrator workshops for Superintendents, Principals, Curriculum Directors, etc. League of Elementary School Principals. Catchment Area-Coordinating Council (Special Ed. Directors) Secondary Principals Group State/Federal Program Specialists Wayne County Curriculum Directors Elementary/Middle School Principals Affective Education Network Wayne Educational Options DARTE, Successful Secondary Schools, Vocational Education Planning Council, Project VALUE, etc.	1) New Superintendents meet with ISD staff especially administrators 2) Board of Education a) ISD Services b) Role of Board members 3) Initiate visitations of administrators among districts	Coop involvement with General/Special Education Educational Impact Center (79/80) Board of Education inservice in planning stage with representatives from Wayne County Superintendents and Wayne County School Board Association.
2. Staff Development - Teacher (16) Workshops, conferences, sessions at school site during day, help with MEAP, schedule Saturday and after school sessions, content and methods training, retraining, etc.	Conferences: Career Education; Opt-In PDACs, Project VALUE, DARTE, Mainstreaming, Gifted/Talented, Reproductive Health Institutes, Successful Secondary Schools, Computer Education, Testing, Head Start, PRC Media, Affective Education, etc.	1) On-going sessions on MEAP. 2) Saturday and P.M. sessions. 3) Content and methods training. 4) Teacher retraining 5) More training at school site during work day. 6) Consultants working with schools (in depth) over time.	Conferences featuring nationally recognized authorities to coincide with teachers' schedules, i.e., Saturdays, after school, etc.

Ways I.S.D. Can Help Meet Challenges as Identified by Wayne County Superintendents (In Order of Priority)	Current I.S.D. Services and/or Programs	GAPS	Suggested Implications for New Services (Not necessarily related one to one with Gaps)
3. Consultation - Instruction (15) Curriculum study, reading, competency education, testing, bilingual, supervision, needs assessment, and state assessment.	1) Studies of school/district organization 2) K-12 Curriculum studies 3) Current Services: Adult and Continuing Education, Affective Education, Alternative Education, Career Education, Computer Education, Continuing Education for Girls, Curriculum Development, Data Processing, Disadvantaged Youth, Early Childhood Education, Elementary Education, Equalizing Education Opportunity, Federal and State Programs, Gifted Education, Information Services, Inservice Education, Instructional Development, Instructional Materials, Leadership Development, Mainstreaming, Mathematics, Metrication Middle Schools, Placement, Occupational Education, Production of Materials, Reading and Language Arts, Science, Secondary Education, Social Studies, Special Education, Substance Abuse Education, Testing	1) Bilingual education 2) Study need for special subject matter consultants as well as generalists, e.g., math, reading, etc.	W.C.I.S.D. directory designed by instructional categories and list staff who could meet their needs under ea. (both general and special education staff).
4. Educational Programs - Stimulating and Supporting (10) Vocational education consortium, gifted and talented, health services, special education/vocational intervention, breakfast program, and special education.	1) Vocational Education Consortia - Planning under discussion in Wayne-Westland, Dearborn, and Downriver areas. 2) Special Ed./Voc. Ed. intervention (some effort in this area) 3) Breakfast Program - consultation, workshops, assistance with records, and possibility of common purchasing of disposable items. 4) Special Education 5) Sex Education (Repro. Health)	1) Gifted and talented 2) Health Services 3) Special Ed./Voc. intervention-more needs to be done.	

Ways I.S.D. Can Help Meet Challenges as Identified by Wayne County Superintendents (In Order of Priority)	Current I.S.D. Service and/or Programs	GAPS	Suggested Implications for New Services (Not necessarily related one to one with Gaps)
8. Legislation (8) Provide timely information, work for laws favoring general programs, forum for input on LEA needs and development of legislative ideas, bulletin, and more equitable funding.	1) Legislative Consultant 2) Research data on Federal legislation (Information service) 3) Steering Committee (special education on tri-county basis). 4) Fan out service 5) State and Federal program meetings.	1) Dissemination of current information. 2) Forum for input for local educators re: needs and development of legislative ideas. 3) Bulletin.	
9. Finance (6) Periodic review of funding formulas, help with millage elections, special education: cash flow and full funding, provide substitutes for conferences and workshops.	1) Consultant assistance for millage elections. 2) Superintendent's advisory committee re: funding formulas.	1) Need for all superintendents to be informed as formulas are developed. 2) Funding for substitutes to attend conferences/workshops.	
10. Transportation (6) Coordinate special education transportation, transport special education students, develop bus routes/plans for LEAs.	1) Consultant for transportation 2) Audit services 3) Policy Manual 4) Training workshops 5) Catchment area studies re transportation	1) Coordination	

Ways I.S.D. Can Help Meet Challenges as Identified by Wayne County Superintendents (In Order of Priority)	Current I.S.D. Services and/or Programs	GAPS	Suggested Implications for New Services (Not necessarily related one to one with Gaps)
11. State and Federal Programs and Relations (5) Identify grants, help write proposals, and C.E.T.A.	1) Staff consultation 2) CETA staff	Dissemination of information re: current grants to LEA's who do not have a state and federal program coordinator.	
12. Advocacy Role (5) Confront bureaucratic and institutional difficulties; work with universities, health department, Michigan Department of Education on guidelines, funding, etc.; anticipate issues and problems.	W.C.I.S.D. Board and staff are committed philosophically to promoting those policies at the state/local levels that would enhance local control/autonomy	More systematic approach may be indicated	
13. Personnel (5) Assign Intermediate School District staff to LEAs for specific tasks.	W.C.I.S.D. staff are presently assigned to LEAs in administration roles. Staff members have been assigned in the past on basis of need (general and special education).	Assignment of I.S.D. staff to LEAs at no cost.	
14. Negotiations (5) Provide legal services, help with regional bargaining, i.e., contract specialist.	Information services Ex. collection of negotiated contracts	1) Legal services. 2) Assistance with regional bargaining. 3) Contract specialists.	

WORKING DRAFT Ways I.S.D. Can Help Meet Challenges as Identified by Wayne County Superintendents (In Order of Priority)	Current I.S.D. Services and/or Programs	GAPS	WORKING DRAFT Suggested Implications for New Services (Not necessarily related one to one with Gaps)
15. Data Processing (3) Absorb increased costs, computer planning and creative planning.	Comprehensive/administrative/student/ personnel services available.	1) Increased costs. 2) Assistance with computer planning. 3) Assistance with creative planning.	
16. Declining Enrollment (2) Support actions taken by LEAs, and provide consultation.	Information Services Consultant Assistance W.C.I.S.D. - Interdisciplinary Task Force on Declining Enrollments	*This section infiltrates all of the categories previously presented, e.g., teacher retraining, secondary program alternatives, etc.	

DEGREE OF RESPONSIVENESS

of

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

The overall reaction of Wayne County Superintendents to Intermediate School District services is very positive based on the data derived from the interviews. A typical comment was: "I never asked for anything I didn't get." Although there were isolated instances of dissatisfaction with a service or two, there was no discernible pattern as between large and small districts and the overwhelming response was extremely favorable. Similarly, the size of district did not appear to be related to the kinds of challenges faced by superintendents. Thirty-three local and/or regional superintendents made statements that ranged from positive to very positive when commenting on the degree of responsiveness of our office to requests for service.

STATEMENT OF PATRICIA WEILER, DIRECTOR
AFT TEACHER CENTER RESOURCE EXCHANGE

ON

REAUTHORIZATION OF THE HIGHER EDUCATION ACT: TITLE V TEACHER CENTER AND TEACHER CORPS PROGRAM

BEFORE THE
HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON POSTSECONDARY EDUCATION

May 25, 1979

Mr. Chairman and Members of the Subcommittee:

I would like to thank you on behalf of the American Federation of Teachers, AFL-CIO, for this opportunity to present our views on the Teacher Center Program and the Teacher Corps Program. Our brainstorming with the authors of the teacher center legislation; our lobbying efforts to have the bill enacted; and our work to raise teacher center appropriations have all been built on AFT's committment to enlarge the voice of teachers in designing their own inservice professional development programs at the local level.

TEACHER CENTERS PROGRAM

We strongly endorse legislative provisions that guarantee teachers a majority voice on teacher center policy boards. We are supportive of the criteria for proposal selection that gives weight to evidence of teacher involvement in teacher center design and implementation. As we study the experience of YEAR I of the federally funded teacher centers, we reaffirm our support of teacher centers and urge the expansion of the teacher center program through full funding.

It is our firm conviction that this emerging program needs stability during this first funding cycle. Changes that would significantly alter the legislation should be scrutinized to determine their long range effects. In our opinion there is no need for basic revision of the legislation at this time.

We do recommend, however, that consideration be given to a change in the duration of the funding period. We propose a five-year funding cycle that would include a one-year planning phase. The evidence that is available at the present time demonstrates that teacher center planning projects have been most successful to date. The planning grants allocated a more reasonable time-span for implementation of the projects than many of the operational grants. During the planning year a minimal staff was hired, a thorough needs assessment conducted to survey teacher inservice needs and the delivery system for the teacher center was planned. In contrast to this, many operational grants were faced with pressing start-up problems that delayed scheduled implementation. We have discussed this change with teacher center leaders and find strong support for the change. A five-year funding period would hopefully insure a more effective inservice program.

TEACHER CORPS PROGRAM

We applaud the significant contribution of the Teacher Corps Program to the improvement of teacher preservice and inservice education. We support the increased efforts to disseminate information and studies that focus on successful projects, instructional techniques and strategies that have been generated by Teacher Corps specialists.

COMMUNITY COUNCIL

We urge consideration of a more collaborative framework for the community council which is elected "to assist the local educational agency or the institution of higher education or both in the planning, implementation and evaluation of projects..." Since the local School Board members are the elected representatives of the citizens in the district, School Board members should serve with other community representatives on the advisory group. We recommend that the Community Council be replaced by a School-Community Advisory Group. Elementary and secondary teacher representatives would serve with School Board members in an advisory capacity to the local educational agency. This group would not have veto power.

BEGINNING TEACHER

During the past decade, the American Federation of Teachers has supported the concept of an internship program that would provide assistance to new teachers. It is in this same spirit that we propose that a new section be added to the Teacher Corps legislation that would provide funds for support for BEGINNING TEACHERS. This support program should serve the BEGINNING TEACHERS in the Teacher Corps Schools in particular because of the complex problems facing them in their new professional role. We recommend further that this program be extended to other non-Teacher Corps Title I Schools. BEGINNING TEACHERS in all Title I Schools could be supported in their early professional development by such a program.

Funding would be used for released time for consultation, work with experienced teachers in the teacher center and observation in classrooms managed by successful teachers. The project would be guided by an Advisory Board which would include representatives from the school board, the teacher organization and institutions of higher education. Their function would be to act in an advisory capacity.

During this time of declining enrollment and greater stability among school staffs in elementary and secondary schools, we recommend that the ratio of five experienced teachers to one should be changed to ten experienced teachers to one new teacher.

We recommend full funding for both Teacher Centers and the Teacher Corps Program. We congratulate this Committee for the time you have put into this hearing and into the study of these issues. On behalf of the American Federation of Teachers, I wish to thank you for this opportunity to testify.

STATEMENTS OF EDWARD SIMPKINS, WAYNE STATE UNIVERSITY; DR. GUY STERN, PROVOST, WAYNE STATE UNIVERSITY; DR. RAE LEVIS, DIRECTOR, STATE AND FEDERAL PROGRAMS, WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT; PATRICIA WEILER, DIRECTOR, TEACHER CENTER RESOURCE EXCHANGE, AMERICAN FEDERATION OF TEACHERS, A PANEL

STATEMENT OF DR. RAE LEVIS, DIRECTOR, STATE AND FEDERAL PROGRAMS, WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

Dr. LEVIS. Thank you, Mr. Chairman and Mr. Buchanan.

I appreciate very much the opportunity to appear before this subcommittee and to comment on title V, the reauthorization of which includes teacher corps and teacher training.

There is no question about my agreement with the remarks of the previous panel in terms of the need for teacher and administrator training. There can be no disagreement with them about the manner in which services are currently being delivered.

My remarks, however, are going to have a different focus.

I would like to call your attention to a little-known unit of school government which has unique capabilities in delivering all kinds of staff development and training activities to teachers, administrators and other school personnel. Specifically, I'm talking about that unit of school government which can provide regional approaches to training and about the roles that it has played and can play in providing teacher training and retraining which will ultimately impact student learning.

Perhaps I should start by giving you a definition of this unit of school government, generally called an educational service agency, because it's known by many names in many States.

The National Education Association in 1963 defined this middle-level unit of school government as "an agency that operates at the regional level, giving coordination and supplementary services to local school districts and serving as a link between basic administrative units and the State educational authority." In some form or another, about 32 States now have something that resembles an educational service agency. In Alabama, there is a kind of an educational cooperative service unit that provides educational resources of a regional nature. In Michigan, we have 53 of these units forming a statewide network.

In Michigan, the educational service agency is a middle-level unit of school government functioning as the "intermediate school district" between the State and local school districts. The Wayne County Intermediate School District, in which you are holding hearings today is the largest educational service agency in Michigan and the third largest in the Nation. It serves half a million students and roughly some 30,000 teachers and administrators in the Metropolitan Detroit area. Its staff and executive officers are actively studying its roles and functions locally, regionally and nationally. They are engaged in a variety of leadership, staff development, inservice, training and retraining activities, and work in many ways with 36 constituent local districts to benefit both the educational system and its clients.

Recently the Wayne County Intermediate School District conducted a survey of its educators in the county and found that staff development for both administrators and teachers was identified by most of the people as the highest need in the county.

To meet specific needs, such as staff development, the educational service agencies have encouraged and coordinated the formation of something called "catchment areas".

When I was a little girl, catchment areas were places where water flowed to a basin. But, catchment areas in this particular use of the term are areas where several districts are commonly offered identified and needed service, thereby serving more people on a more cost effective basis.

At the present time in Wayne County, there are five catchment areas that have as their primary goal staff development. One of these contains a federally funded teacher center and serves seven local school districts, several of which, Mr. Ford, are in your congressional district.

There are also special and vocational education catchment areas, serving their specific clients.

What I'm trying to demonstrate is the variety and numbers of resources that currently exist in the education service agency along with and the functions and roles which this unit of school government plays. These resources and roles clearly show the ability of the education service agency to participate in the concept, confirmation, and implementation of teacher centers and in staff development activities. Specifically, I see the educational service agencies as having roles in delivering training and retraining activities for educators that include coordination, dissemination, development and brokering.

For example, the educational service agency has a long history of collaborative working relationships with universities. The Merrimack Regional Education Center in Massachusetts has many programs of this type. There are educational service agencies in Texas and BOCES units in New York with outstanding examples. The Wayne County Intermediate School District has examples of such interagency cooperation: interinstitutional workshops, degree programs, a cooperative agreement with Eastern Michigan University working with local school districts in Wayne County specifically on staff development activities. Field-based doctoral programs in leadership and vocational and special education programs have been conducted cooperatively by education service agencies and universities.

In addition to cooperation with universities, an educational service agency has the capability of creating interagency cooperation for staff development, working with noneducational resources such as civil governments in such programs as those that require training of teachers and counselors for programs like CETA. Business and industry, work education councils, community colleges, mental health facilities, other intermediate service agencies and regional labs and centers are other agencies with which regional educational service units have established cooperative working relationships.

In addition to the above collaborative endeavors, the educational service agency provides a manageable vehicle for the cost-effective delivery of State and Federal programs to local educators. By coordinating services among local districts, educational service agencies can effect more impact per dollar spent on professional development, which is appropriately offered on a multidistrict basis.

Multidistrict programs are not the only way to approach training and staff development. They do not in any way preclude locally sponsored inservice activities. Instead, they can enhance and expand such efforts by coordinating resources, discriminating between local and regional issues, and identifying creative problem solving approaches.

Staff development programs usually require a critical mass of participants so that they are cost effective and adequate in terms of service. Frequently there are low incidence populations which require training of some sort. Physics teachers, physical education teachers, curriculum directors, Federal program specialists, and superintendents are examples of such populations. By organizing training programs on a regional or educational service area basis, such low incidence needs and groups, which would normally be ignored or only minimally addressed, can be served with greater economy, adequacy, better quality, and more efficiency.

The educational service agency has a major role to play in coordination and leadership. That role is not authoritarian; it tends to reinforce the policies of the State board of education and at the same time maintain the integrity of the local school district.

In addition to its role in coordination, educational service agencies are in a good position to disseminate information about successful programs, and such information is another part of staff development. Collections of good educational materials are only one part of staff development. They are a necessary part, and the educational service agencies are in a unique position in the educational hierarchy to maintain and deliver such information, and simultaneously to add the other dimensions necessary for good staff development.

Other dimensions include the educational service agency's access to a large constituency of educational practitioners and to bodies of knowledge. It can provide appropriate linkage between the two by offering help to the practitioner in solving real problems and by developing field uses for good materials. The educational service agency also has a role in the planning and development of good educational services and the staff development activities and training.

Educational service agencies, working with their constituents, coordinating the services of other agencies, and interpreting and managing State permissive and mandated functions frequently bring together resources that will permit the development of innovative approaches to the training of educational staff. Examples of some of these creative approaches, are workshops in stress, needs assessment, leadership style, and conflict management.

The planning and development of ongoing types of programs can be handled through the educational service agencies because of their continuing relationships with local school district staff. Such activities take place where the important action is at the classroom level.

The educational service agency has the capacity to develop training services of a highly sophisticated and technological nature. This is because such agencies have cooperative, mutually defined and agreed upon, comprehensive, high quality, supplemental and cost effective services ready to offer local school districts. Such services include data processing of surveys, needs assessment instruments, tests, etc., usually not practical at any but the largest local schools.

The educational service agencies can also serve as brokers for staff development programs. They are in a position to assist local school districts in identifying resources for staff development programs offered at both the single building and the district level. Human resource banks and professional contacts with other agencies and school district personnel create readily accessible and available information about competent, knowledgeable people for requested training. The role of broker in connecting clients to resources in other agencies and networks is certainly a necessary component of teacher training and staff development.

The roles and functions of the educational service agencies that I've been describing lead me to the major purpose of these remarks—recommendations regarding the place of the regional service agency in the delivery of teacher training services under title V of the Higher Education Act.

The diversity that exists among educational service agencies across the Nation can assure appropriate responses to differing needs and goals in teacher and other staff training activities. The flexibility in organization and delivery of services—not possible at the State or local levels—can create new patterns and techniques for problem-solving and shared decisionmaking in staff development. The professional, physical, and ideological proximity of the educational service agency to its constituent districts encourages local school district staffs at all levels—teachers, counselors, administrators, and even board members—to participate separately and in joint sessions for staff development. Finally, the educational service agency can contribute to equality of educational opportunity for all children by promoting staff development activities that minimize barriers to educational achievement and increase cooperation of educational interchange among urban, suburban, and rural education agencies to reduce isolation and provincialism.

Because of these identifiable strengths, I would like to recommend that the educational service agency be included in title V of the Higher Education Act as one of the specific agencies eligible to deliver training services aimed ultimately at improving student learning. Such inclusion is consistent with previous congressional action and should not be viewed as intrusion into new fields of endeavor. The full participation of educational service agencies in such legislation as the Elementary and Secondary Education Act is an example of the kind of involvement that would be considered appropriate in this case.

Although educational service agencies are relative newcomers in the educational hierarchy, they have proven through participation in other Federal legislation such as the old Education Professions Development Act, the National Defense Education Act, National Science Foundation training programs, the Elementary and Secondary Education Act, and the Comprehensive Employment and Training Act and its precursor, the Manpower Development and Training Act, that they can provide a highly cost-effective, competent, visible, and accountable program for the training, retraining, and professional development of local district educational staff. This recommendation for direct consideration in this piece of legislation is based on the goal of the educational service agency to assist, support, and strengthen the local education agency in its mandate to provide the most effective possible education for all.

Thank you.

Mr. FORD. Thank you very much.

Dr. Guy Stern from Wayne University.

STATEMENT OF DR. GUY STERN, PROVOST, WAYNE STATE UNIVERSITY

Dr. STERN. Thank you, Mr. Chairman, Congressman Buchanan. I am Guy Stern, provost for Wayne State University. I might add in light of Congressman Ford's remarks that beyond my activities in universities and colleges, I was involved, in fact, the instigator of the first bilingual school for bilingual children in Cincinnati; the first and only surviving one of that kind, as far as I know.

Today I'm accompanied, Mr. Chairman, by the dean of our college of education, and we thank you for the opportunity of appearing before this subcommittee.

Mr. Chairman, 5 years ago the Wayne State faculty created a model teacher center for the purpose of delivering inservice training in metropolitan Detroit. Several organizations proposed models but the legislature wisely elected to fund the Detroit Center for Professional Growth and Development. We also sought out and hired a director, Dr. Jessie Kennedy who, to this day, continues to serve in that capacity.

Our model was unique and won the support of the Detroit Federation of Teachers, the Organization of School Administrators and Supervisors, the Wayne County Intermediate School District and, of course, Wayne State University. The critical difference between the center which we created and the concept encouraged by the State and by the Michigan Education Association was in the governance component. We believed then as now that a single model for a complicated system, spanning more than 500 school districts in the State of Michigan, was inappropriate. The governance structure, proposed by the State at that time which mandated a majority of teachers on the Governance Board, made consensus among the groups necessary to implement staff development impossible to achieve. We believed then, as we do now, that the governance of inservice training in K–12 education requires the cooperation of many professionals in the field. Hence, we proposed and won a governance structure that would permit parity among the colleges of education, the school districts involved, the teachers' union, the principals' union, and the intermediate school district. It was under such a structure that our much heralded center was created. In its 4 years of existence, despite the fact that each organization involved in the governance had the right to veto any actions taken, the veto was never exercised. Despite this record of achievement and cooperation, a singular Federal model was subsequently adopted incorporating as one of its features a requirement that the governance structure of federally funded centers include at least 52 percent teachers. This precedent has tended to undermine efforts at experimenting with diverse governance structures within the State of Michigan. In addition, colleges of education under the Federal rules were limited in their capacities to serve as fiscal agents for such programs. We see these as major weaknesses in the existing legislation and urge the adoption of a more flexible approach as the development of future legislation moves forward. It is clear to us that greater access to participation in the procurement of funding and the delivery of inservice training should be accorded higher education under new Federal guidelines.

Mr. Chairman, the Teacher Corps program, on the other hand, has served the Nation well for more than a decade. It is an open program which has offered opportunities for teaching to many fine candidates who had originally elected a different occupation. Through the efforts of the Teacher Corps, a considerable degree of program rejuvenation and staff retraining has taken place within the Nation's 16,000 school districts and within its 17 major urban universities. Community participation in the development and staffing of programs has been encouraged by Teacher Corps guidelines. Faculty interaction, enrichment and retraining have received considerable support. As a program, the Teacher Corps is broadly participatory and achieves a wide range of goals including: (1) the inservice training of school staffs, (2) the preservice training of school staffs, (3) graduate assistant funding, (4) support for urban school districts with which we in Detroit are vitally concerned, multicultural education, bilingual education, assistance for school districts pursuing mandatory desegregation, and assistance for school districts in implementing Public Law 94–142.

Clearly, an agency such as Teacher Corps merits continued funding and support on the basis of its sound track record within our Nation's metropolitan school districts. We urge the Congress of the United States to extend funding of Teacher Corps and to give every consideration to an expansion of its mission so that it may continue to provide the opportunities for diverse approaches to training on both the preservice and inservice levels. We also urge the Congress to be especially cognizant of the diverse nature of the 50 States and the more than 16,000 districts within their boundaries. Such cognizance can be expressed in future legislation by taking action to remove from existing law the present restrictions on governance for teacher centers. The need for institutions of higher education to provide inservice training for staff as a part of their mission should be recognized in any proposed Federal legislation. In the interest of our public schools and colleges, we urge you to support the enactment of current legislation which reflects these needs and extend our cooperation to you and your committee for success in your efforts.

Thank you.

Mr. Ford. Thank you, very much.

Pat Weiler, director of Teacher Center Resource Exchange, Washington, D.C.

STATEMENT OF PATRICIA WEILER, DIRECTOR, TEACHER CENTER RESOURCE EXCHANGE, AMERICAN FEDERATION OF TEACHERS

Ms. Weiler: Thank you.

Mr. Chairman, Mr. Buchanan and members of the subcommittee: I'd like to thank you on behalf of the American Federation of Teachers, AFL–CIO for this opportunity to present our views on the Teacher Center and the Teacher Corps program.

I'm the director of the AFT Teacher Resource Center Exchange, which is located in Washington, D.C. Before I took this position last year, I was a teacher in the Detroit Public Schools and a consultant for the Detroit Center for Professional Growth and Development. I believe it's significant that you are holding this hearing in the shadow of the Detroit Center because I think that the progress in the new Teacher Center movement during the past year has been very much linked with Dr. Jessie Kennedy, the director of the Detroit Center for Professional Growth and Development, and Dr. Theresa Lorio the codirector as well as other staff members. They have served as consultants to the Teacher Center programs at the national level and in particular as consultants for conferences for policy board members, as well as for the new staff members.

Numbers of teachers have visited the center this year to see how the Detroit Center for Professional Growth and Development has evolved and to actually visit the center in action.

If you leaf through Teacher [illegible] proposals, you will find needs assessment, brochures and other delivery systems modeled after the Detroit Center for Professional Growth and Development. I just wanted to bring that to your attention also as you're reflecting on the Teacher Center programs. I would also like to focus on the points that we would like to bring to your attention in the Teacher Center and Teacher Corps programs.

In answer to an earlier question of why should we spend money to train teachers, I would like to point out that every recognized professional, as has been said before, participates in continued updating and retraining for new roles. Businesses and medical professions make this as a part of their continued budget.

I'd also like to remind the public that at this time of declining enrollment and stable staff members, that the money spent for professional development will now benefit the children in the districts. Prior to this time it was not economically feasible to spend district funds for inservice education because of teacher mobility. Teachers would be in one district today and another tomorrow and thus inservice would not be a good investment. The public would not see the benefit to the local area.

Another facet of this subject is the fact that the continued Federal mandate has been noted many times requiring the least restrictive environment for handicapped children. Public Law 94–142 demands that there be some training and retraining of teachers and a change in the environment for both teachers and students.

As Teacher Centers evolve, we see that higher education has a significant role in providing resources and consultants to link the classroom with validated research findings. There is a new facet that is providing great motivation and also an incentive system for successful teachers. This is the Teacher Center schedule that includes teachers as workshop and course consultants. We believe that this approach is possible because of the involvement of teachers in every aspect of the Teacher Center project.

We strongly endorse legislative provisions that guarantee teachers a majority voice on Teacher Center policy boards. We are supportive of the criteria for proposal selection that gives weight to evidence of teacher involvement in Teacher Center design and implementation. As we study the experience of year one of the federally funded Teacher Centers, we reaffirm our support of Teacher Centers and urge the expansion of the Teacher Center program through full funding.

It is our firm conviction that this emerging program needs stability during this first funding cycle. Changes that would significantly alter the legislation should be scrutinized to determine their long range effects. In our opinion, there is no need for basic revision of the legislation at this time.

We do recommend, however, that consideration be given to a change in the duration of the funding period. We propose a 5-year funding cycle that would include a 1-year planning phase. The evidence that is available at the present time demonstrates that Teacher Center planning projects have been most successful to date. The planning grants allocated a more reasonable time span for implementation of the projects than the operational grants. During the planning year, a minimal staff was hired, a thorough needs assessment conducted to survey teacher inservice needs and the delivery system for the Teacher Center was planned. The pace of the planning grant can be more deliberate. In contrast to this, many operational grants were faced with pressing start-up problems that delayed scheduled implementation. We have discussed this change with Teacher Center leaders and find strong support for the change. A 5-year funding period would hopefully insure a more effective inservice program.

Now the Teacher Corps program.

We applaud the significant contribution of the Teacher Corps program to the improvement of teacher preservice and inservice education. We support the increased efforts to disseminate information and studies that focus on successful projects, instructional techniques and strategies that have been generated by Teacher Corps specialists. We do, however, have a recommendation involving the community council.

We urge consideration of a more collaborative framework for the community council, a part of the Teacher Corps legislation. This council is elected to assist the local educational agency or the institution of higher education or both in planning, carrying out, and evaluation of projects. Since the local school board members are the elected representatives of the citizens in the district, we believe that school board members should serve with other community representatives on the advisory group. We recommend that the community council be replaced by a school community advisory group. Elementary and secondary teacher representatives should serve with the school board members in an advisory capacity to the local educational agency. This group would have no veto power.

We believe this is in keeping with the recent thrust of the Teacher Corps to work in the inservice area as well as preservice.

During the past decade, the American Federation of Teachers has supported the concept of an internship program that would provide assistance to new teachers. It is in this same spirit that we propose that a new section be added to the Teacher Corps legislation that would provide funds for support for beginning teachers. This support program should serve the beginning teachers in the Teacher Corps schools in particular because of the complex problems facing them in their new professional role. We do feel, however, that the program should be extended to all title I schools. Beginning teachers in title I schools could be supported in their early professional development by such a program.

Funding would be used for released time for consultation, work with experienced teachers in the teacher center, and observation in classrooms managed by successful teachers. The project would be guided by an advisory board which would include representatives from the school board, the teacher organization and institutions of higher education. Their function would be to act in an advisory capacity.

During this time of declining enrollment and greater stability among school staffs in elementary and secondary schools, we recommend that the ratio of 5 experienced teachers to 1 should be changed to 10 experienced teachers to 1 new teacher.

We recommend full funding, again, for both teacher centers and the teacher corps program.

We congratulate this committee for the time you have put into this hearing and into the study of these important issues. On behalf of the American Federation of Teachers, I wish to thank you for this opportunity to testify.

Mr. **Ford**. Thank you very much.

While there seems to be differences developing here between teachers and people from the institutions of higher education, their combined efforts this week resulted in a very magnificent change in the direction that the Senate would have taken for education. We saw a successful increase in education funding of about $350 million in the fiscal year 1980 appropriation. That's why it's a little easier to deal with funding than programs, because everyone who works together for funding finds the ways to be different from the program.

Let me ask each of you to comment on this. We had intended to have Mr. McGuire from the National Education Association on this panel, but they brought so many people with them this morning who wanted to be heard that we've changed them into a separate panel.

If you look at the recommendations, we have from the Council of Chief State School Officers, they are recommending two very interesting things—very dramatic things. First, they want us to take the 27 separate programs that have some kind of teacher training component and combine them into a single program and then, notwithstanding the present methodology for determining how many handicapped children whatever these programs might be in the State, the Chief State School Officers recommend that we divide up the money in all of these 27 programs on the basis of each State's ratio of the total population of the country.

Congressman Buchanan and I both represent States with declining populations. I'd like to talk to our superintendent about that.

In the recommendations of the colleges of education, however, we note that Dr. Stern is talking about changes in governance boards. He specifically recommends that we retain the present language in the the statute, but that the 10-percent limitation on funding teaching centers on colleges and university campuses be removed. And then, of course, we put that together with the Chief State School Officers and what would presumably happen is that the State departments would determine whether these combined programs would come together in the center and the corps.

Dr. Stern, you say that the present requirement of the majority of the people on the board in teacher centers is made up from classroom teachers from the schools participating in the program—and you put that at 51 percent. You indicated that this creates difficulty in reaching a consensus on the local goals and objectives.

What kinds of problems did you have in mind?

Dr. **Stern**. Congressman Ford, I'd like to defer this answer to my colleague, Dean Simpkins.

Mr. **Simpkins**. In order to create the first center, we needed a parity model, and in order to sustain that center through 4 years of activity, that model has served us quite well. We had many problems trying to even create a model. Under the 51 percent concept, we couldn't do it. I think that what is critical is not so much the concept of governance as is the concept of monolith and absence of diversity. I think that's our big concern.

Seventy-eight percent of the 16,000 school districts have pupil populations of under 2,500. Then you've got another 10 or 12 percent that have a pupil population of under 5,000. Then you have the massive districts like Detroit, Philadelphia, New York, and Chicago. They, in terms of percentages, constitute only a fraction of 1 percent. We believe that it is a mistake to create a single model for this country because this country is too diverse. We must allow those districts whatever they need in order to create inservice training models that make sense to them.

Now, in creating the Detroit model, and what I did not hear from the American Federation of Teachers and what I have not heard from the Michigan Education Association is any desire to force compliance for the same of compliance in the case of the Detroit Center for Professional Growth and Development. I never heard that; in fact, I heard just the opposite. They said if that works in Detroit and at Wayne State, so be it. And, I heard that from the MEA and clearly from the AFT because they are part of that model.

It was the Congress of the United States that mandated a governed structure that swept all models under its rules and regulations even if what was already existing was working and meeting the needs of the affected parties. And, that is our concern that it is far too simplistic to get involved in governance models at the Federal level that impact on very complicated and very different kinds of school systems and their constituencies.

Now, as a matter of fact, despite the Federal legislation, we have continued to operate a board that is very similar; it's identical. I still sit on that board. We have the superintendent of schools, representatives of the Wayne County Community Schools and it functions as a parity model. But, the center is disadvantaged because it does not look like what the Federal legislation says it ought to look like. That center is not eligible to compete for Federal funds.

In fiscal year 1977–78, the center sponsored inservice experiences that resulted in better than 1,000 separate sessions and 48,000 participant training hours. Since the center began in March of 1976, staff members from all 23 high schools, 64 middle schools, and 193 of the 1[illegible] elementary schools have used the center's services. And, the university has been a full partner in that process. But it cannot be a full partner in that process just in terms of limited service, but also in making decisions because the university's programs are also affected by what the center does. And, that's our concern. It's not so much with the fact that there is a majority of teachers required who would be opposed to any monolithic, 1-rule regulation that does not allow for diversity in about 16,000 school districts that are uniquely different in so many ways.

Mr. **Ford**. Does anyone else have a comment to make on this?

Ms. Weiler. I would just like to make a comment, Mr. Ford. I find myself in a very difficult predicament because I believe that Detroit is a phenomenon. We have discussed this over and over again. Detroit has a unique situation that was created in which there has been a very successful center and there has been a governance board that is probably so unique that I don't know of any other that compares with it. But I am afraid that I could not support the notion of a change in the legislation in that the guiding principle in the policy board makeup is the participation of the classroom teachers in the governance of the teacher center. I believe that this policy board as we find it in the legislation, does provide for diversity, and my experience during the past year with the centers that I have visited and consulted with is that there is a range in participation. The policy board membership ranges from superintendents who do sit on the policy board to second grade teachers and special education teachers and school board members to perhaps this special projects person who represents the superintendents. I see that although there is one guideline as far as the representatives are concerned and the membership is concerned, there is diversity in that the choices can be made by the local districts.

But, I would like to come back to this at another time with more information.

Mr. Ford. I'm happy that you made the observation that the Detroit situation is unique. But, if you look at this language in the environment in which we presently find ourselves, it's pretty clearly understood and has been for many years in this State, that schoolteachers are not just passive servants of the school district, but are participants in every sense of the word in policymaking and are increasingly effective in the grouping of people for bringing about development policy at the State and Federal levels.

But, when one looks at the status of teachers in other States where you don't have the Michigan Federation of Teachers or the Michigan Education Association at the kind of state of maturation and sophistication that's found here, then you can consider the concern that Congress has so that teachers wouldn't be left behind wanting a tailored program for the purpose of meeting their needs.

The reason that this sort of base gets into a piece of legislation is because we have to legislate down to the lowest common denominator, which is a handful of States where traditionally teachers would never find their way onto this kind of board; or if they did, it would be a token representation that would really not effectively put the teachers in a position to affect policy. I would feel confident, given Michigan's circumstances, that without this provision in the law there would be no lack of effective input by the teachers, individually or through organization. But, that's not the situation we might find in other parts of the country.

In many other places where we have mandated teacher-parent participation, parents actually sit down and advise the school administrators about how to deal with their children. And, it has been troublesome in many parts of the country for people to accept that kind of participation. Gradually, over the years, there has been a pattern in all of our educational legislation of requiring parents, teachers and even students in some instances, to be involved in setting policy—not operating the program, but in setting the policy. This has developed not because we sit as an automatic system which will be responsive, but because in some parts of the country people have come forward and told us that unless you do it this way, we will not be heard.

The provision with respect to the 10 percent setaside for higher education is a little different. I'm trying to recall how it went back and forth.

When you read the law it isn't really 10 percent. What it says is that notwithstanding the section requirement that teacher Centers shall be operated by a local educational agency, 10 percent of the funds expended under this section may be expended directly by the commissioner to make grants to institutions of higher education and operate Teacher Centers subject to the other provisions of the section.

What really happens is we started out with a pattern that would have all of the funds going to local educational agencies or a consortium of local education agencies. Presumably someone on behalf of the teacher colleges and similar institutions was able to persuade someone somewhere along the line that 10 percent ought to be available to let the commissioner go directly to them without having to go through the process of trying other ways to encourage the participation. The unfortunate result which occurs is that everyone talks as if only 10 percent of the money can go to the college campus as a site for the teacher center. There is nothing in the statute that would prevent all of the teacher centers from being on a university campus. The colleges were afraid that none of them would be located there so they said that the commissioner could bypass local problems and deal directly with institutions. There's some regionalism involved in this, because in some parts of the country when we were considering this, unless the commissioner had a chance to bypass the local education establishments, Teacher Centers just wouldn't have come into being.

There has not been a uniform acceptance of the need for the stated purposes of teacher centers.

I think that we'll have to try to deal with this situation and devise language that takes both of these restrictions out on the assumption that everyone understands what we're trying to do and everyone will play fair with one another.

I suspect the committee would be very hesitant about making a change in either direction. Maybe we will solve it the political way by saying that if both sides of the argument want to change and make the change, either one of them, then everybody is equally unhappy.

Mr. BUCHANAN. Thank you, Mr. Ford.

I remember with great pleasure our earlier visit to Wayne State, and I certainly commend you for this initiative. I wish we could devise a way to include the Detroit Center for Professional Growth and Development in the funding without changing the basic legislation for teacher centers because I, too, have some reservations about that particular change.

Teacher Corps is much more heavily funded than teacher centers and, of course, that does not have that requirement. But, I don't know whether or not there's any revision we could make short of what you recommend. I have some reservations about that.

Ms. Weiler, you recommend a 5-year rather than a 3-year period. What happens at the end of the 5 years? Would anyone comment on the impact of the 5-year determination time, what continued efforts are needed, and are there complications that arise out of that extended period?

Mr. Stern, perhaps you can address yourself to that?

Mr. **Stern**. Some of the projects, Congressman Buchanan, can, indeed, be put on even beyond a 5 year limit to my mind, and would profit by this extensive involvement. I think that the individualization here, too, and flexibility would serve us best.

Ms. **Weiler**. I guess in recommending this, Mr. Buchanan, we thought that the 5-year period would give us more time to gather data about those things that work and those things that do not. It also gives the center an opportunity to develop the kind of delivery system that they need in order to prolong their life. What I see already happening and what I saw happen in the Detroit Center for Professional Growth and Development is that there are appendage programs that become a part of the center. Dr. Kamp, had a grant from the National Science Foundation for training of teachers in mathematics and that was a program that brought in funding under the umbrella of the Teacher Center.

At this particular time Dr. Jerry Olson, who is with Northeastern Illinois University and was the director of the Chicago teacher center has received funding for a program through the BEH. This will be under, again, the umbrella of the teacher center. So, we don't see it so much as a brokerage kind of an operation, but we see it as perhaps a magnet attracting the types of staff development monies that can help to support the initial efforts that the Federal funds have provided and then, hopefully, would continue on.

I also see that in many cases district funds are being provided for the teacher funds to supplement what the Federal Government has given. The in-kind contributions that have been provided by districts are a support, an initial support, and hopefully we will see this grow.

This is all based on fact and on initial observations during the first year. But, it seems that a 5-year period is a longer span of time and would provide a greater opportunity for the center to become a part of the district program or the county, and then continue to grow from that time. It would probably be a maturation hopefully, that would take place. Part of that recommendation is that first year planning program or grant, which we think is terribly important.

Again, we base that on this year's experience of the funded centers. If there is, in fact, a planning period to have the center get its roots into the district and into the county staff development program, it is a step-by-step sequential program. I believe that centers could go on, knowing that at the end of the 5 years the Federal funds would go, but there would be local funding remaining and the program would be able to continue.

Dr. **Levis**. Although this educational service agency, the Wayne County Intermediate School District, doesn't directly participate in the title V Teacher Corps programs under discussion, certainly it participates in an indirect manner. Members of its staff serve on governing boards of the teacher centers that exist in its service area and generally are involved in staff development and inservice at local, regional, State and national levels. Therefore, I feel compelled to add to my earlier remarks.

We have talked here a great deal about Teacher Corps and teacher training. I know that is the title of this part of the Higher Education Act, but I feel uncomfortable and concerned when I hear only the word teacher. There are other members of the educational community without whose simultaneous training, teacher training is not going to amount to a great deal. Unless there is a climate, created by boards of education, administrative staff, and other school personnel, in which the skills and activities, the skills that teachers learn and the activities that take place in these teacher training centers, then those things that take place will not be of significant or lasting value. Therefore, I really would like to see some change in what we are focusing upon here.

It isn't just teachers who require training; it's the whole educational community. So, whether we require 51 percent teachers on the governing board or not is not important. I believe that we need to look at the whole concept of the relationships between teachers, administrators, school boards and other educators and their single and collective needs for inservice. That's the first comment I would like to add.

The second comment deals with the potential 5-year period for funding. Right now school financing is a very tenuous thing, at least in the State of Michigan.

From what I've been reading, there doesn't appear to be a very dedicated commitment to funds for schools almost anywhere. Certainly, a 5-year period to get something as important as a center that will help in the training and retraining of educators is not too long, particularly in view of the uncertainty of school finance. Somehow we need something in the educational system that we can depend upon. Perhaps it is 5-year commitment from this legislative effort to create better educators who can work with students more effectively.

During such a 5-year period there would be ample opportunity for those parts of the other pieces of this educational legislation and other pieces of legislation that require or suggest training to be incorporated under a general umbrella. Practically every piece of Federal legislation that I have dealt with in the past 15 years has a training component. To train people in isolation doesn't make sense. To have special education training components and vocational education training components and general education and gifted and talented and bilingual, and so forth, does not make a great deal of sense. There needs to be some kind of coordination of these kinds of funds, and I can see teacher centers or education centers or impact centers, or intermediate school districts as potential deliverers of those coordinated training efforts.

During a 5-year guaranteed funding period there is also the chance to look at local resources and to make some efforts to reallocate such resources, if the activities taking place have direct implication and meaning for the population served.

Mr. **Buchanan**. Thank you, very much. Let me say, Dr. Levis, I don't know if the Wayne County Community School District is typical as a model of the educational service, but to the extent that it is or could be typical, it certainly adds weight to your request for inclusion. I personally am quite impressed with what I've seen here in the Wayne County Intermediate School District.

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Dr. LEVIS. Thank you; we hope you'll come back and see what's happened to the farm we are building and which you helped dedicate.

Mr. FORD. Thank you.

Apropos to the previous discussion and what Dr. Levis has said, Dr. Wolanin made a quick summary of the number of training components to be included in the Elementary and Secondary Education Act last year when we reenacted it.

In title I we have training of educational aides. Basic skills personnel training, metric education personnel training, consumer education personnel training, youth employment personnel training, law related education, environmental education, population education, title IV–C. Improvement in local educational practices, title IV–D; guidance counseling and testing, Emergency School Aid Act, title VI; bilingual education, title VII; community skills, title VIII; gifted and talented children, title IX–A; educational and proficiency standards, title IX–B; women's educational equity, title IX–C; special grants for safe schools, title IX–D; ethnic heritage studies, title IX–E; and Indian education, title XI.

What has just been suggested here in the course of the discussion of the 5 years is that a logical way in which the coordination of these activities might be brought together is to give the teacher centers an opportunity to become the focal point for the activities funded in all their variety by just this one act. We have more in the Higher Education Act that I haven't enumerated.

I appreciate very much the discussion that took us in that direction because clearly the concerns that we had in 1972 in prohibiting this coordination are probably not as strongly felt as they were before. But by the same token, there continues to be concern that too much discretion in the hands of the commissioner of education could lead to a handful of these programs through the strongest advocacy groups becoming dominant, and we wouldn't want to see the teacher getting tangled up in women's athletics, which is currently a problem we're facing.

Thank you very much.

This is a panel of people who accompanied Mr. Willard McGuire, vice president of the National Education Association consisting of Elaine Miller, teacher, chairperson, teacher center policy board, Redford Union School District; Ron Campau, teacher, Livonia, Mich.; John Dacus, teacher, Montgomery, Ala.; Kitty Elrod, director of Teacher Center, Montgomery, Ala.; Gail Reynolds, teacher, East Ramapo, N.Y.; Erwin Elkins, director of elementary education, East Ramapo, N.Y.; Richard Mullin, teacher, East Ramapo, N.Y.

If you'll please excuse us for this.

Mr. BUCHANAN. Mr. Chairman, I must apologize both to you and to the panel and to the next panel. I'll regret having to leave early, because I feel this has been a most valuable hearing. I misjudged the time that the hearing would take, the length of time that the testimony would take, and it's too late, with air travel being as it is, for me to change my flight. I'm going to have to leave you right in the middle of your testimony, but, I want you to know that I'll read the record most carefully, and I join the chairman in thanking you.

Mr. FORD. Thank you.

Mr. McGuire, you can lead off and then introduce the other members of the panel.

STATEMENTS OF WILLARD McGUIRE, VICE PRESIDENT, NATIONAL EDUCATION ASSOCIATION; ELAINE MILLER, TEACHER, CHAIRPERSON, TEACHER CENTER POLICY BOARD, REDFORD UNION SCHOOL DISTRICT; RON CAMPAU, TEACHER, LIVONIA, MICH.; JOHN DACUS, TEACHER, MONTGOMERY, ALA.; KITTY ELROD, DIRECTOR, TEACHER CENTER, MONTGOMERY, ALA.; GAIL REYNOLDS, TEACHER, EAST RAMAPO, N.Y.; ERVIN ELKINS, DIRECTOR, ELEMENTARY EDUCATION, EAST RAMAPO, N.Y.; RICHARD MULLIN, TEACHER, EAST RAMAPO, N.Y., A PANEL

STATEMENT OF WILLARD McGUIRE, VICE PRESIDENT, NATIONAL EDUCATION ASSOCIATION

Mr. McGUIRE. Thank you very much. I am Willard McGuire, vice president of the National Education Association, an organization of 1.8 million members, representing teachers and other educators in the United States. We thank this subcommittee for the opportunity to appear and present our views and recommendations on two programs in postsecondary education: the Teacher Corps and Teacher Centers.

Mr. FORD. Excuse me; do we have a copy of this statement?

Mr. McGUIRE. Yes; I provided several copies to the committee.

Mr. FORD. Without objection, that will be included in full in the record at this point.

[Prepared statement of Mr. McGuire follows:]

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STATEMENT OF THE

NATIONAL EDUCATION ASSOCIATION

ON

TEACHER CORPS AND TEACHER CENTERS

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

HOUSE EDUCATION AND LABOR COMMITTEE

PRESENTED BY

WILLARD McGUIRE

NEA VICE PRESIDENT

MAY 25, 1979

WAYNE, MICHIGAN

I am Willard McGuire, Vice President of the National Education Association, an organization of 1.8 million members, representing teachers and other educators in the United States. We thank this Subcommittee for the opportunity to appear and present our views and recommendations on two programs in postsecondary education: the Teacher Corps and Teacher Centers.

With me today, prepared to give you some of their personal observations, are several members of the education profession who have, during the past year, participated in Teacher Center projects. I would like to delay formally introducing them to the Subcommittee until after my presentation.

While I intend to discuss both Teacher Corps and Teacher Centers and their relationship to each other, I prefer to treat them separately so that NEA's position is clear to the Subcommittee.

There is much good to be said about the Teacher Corps. Its commitment to preservice education for teachers of the poor, substantial community involvement, school-college collaboration, and multicultural emphasis and involvement have had an impact on American education. It is certainly true that the Teacher Corps, created in 1965, brought with it a fresh spirit, a shedding of what many saw as a confining rigidity in education, and a willingness to adapt to new methods that might prove to be more effective in teaching disadvantaged students. It hewed to a number of basic principles--preparing teachers to teach, specifically, poor children; focusing its energies on both preservice and inservice teacher education; working at the instructional site with a one-faculty concept; and maintaining a multicultural, minority focus.

Initially the Teacher Corps embodied the idea of preparing liberal arts graduates for teaching disadvantaged students in overwhelmingly disadvantaged areas. These prospective teachers were seen as agents for change--an image that carried with it some of the Peace Corps mystique of the '60s. After it was demonstrated that neither of these goals was achieved--preparing well-motivated liberal arts graduates to teach disadvantaged students, nor effecting change through their efforts--the inevitable happened: Teacher Corps eligibility was broadened to include any college graduate and the change agent notion was abandoned. Teacher Corps could nevertheless be described as being more responsive to education developments than other federal programs, keeping its aim on reforming teacher education, building cooperative relations between school systems and higher education, and involving the local community.

Teacher Corps over the years has engendered a close-knit relationship among the people in its administrative organization at the federal level, much as a family might enjoy. Although this family concept may be desirable and useful in the view of some, there are administrative problems. According to law, the Teacher Corps Director reports directly to the U.S. Commissioner of Education. But in practice, the Commissioner is so occupied with other responsibilities that, unless there are major problems which require the Commissioner's attention, the Teacher Corps operates with very little supervision at all.

We must nonetheless credit this Teacher Corps family with political astuteness--it has worked hard, as the program developed over the past 14 years, to respond to changing needs. However, in so doing, part of the original purpose of Teacher Corps has been eroded. A portion of the current Teacher Corps appropriation is now funding contracts not directly related to Teacher Corps training projects. Rather, these expenditures seem designed more to assist the Teacher Corps family ascertain what directions the program should take to guarantee its own future.

A variety of contracts exist with different agencies on tasks involving Teacher Corps and beyond its immediate projects. One contract is aimed at finding standards and procedures to validate the quality of processes and products developed and delivered by Teacher Corps, and at developing a design for disseminating these processes and projects. There are one-year grants to four state departments of education--Michigan, New York, Oregon, and West Virginia--to develop models and procedures for statewide inservice education plans. The Teacher Corps has also funded a massive evaluation study by the Stanford Research Institute. Though not quite clear in focus, this study appears to be much broader than would be appropriate for current Teacher Corps programs.

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The concept of Teacher Centers, to provide inservice training for teachers, was enacted into law by the Congress in 1976. The program's first full year of operation was FY 79.

The advent of Teacher Centers introduces the problem of overlapping purpose--teacher training. With this overlap has inevitably come competition for scarce federal dollars to provide similar services.

Teacher Corps was funded at $37.5 million in FY 78 and is budgeted for the same amount for FY 79 with no increase estimated for FY 80. Teacher Centers, on the other hand, received $8.25 million for FY 78 and are expected to get about $12.625 million for FY 79. We believe that those Teacher Corps dollars could better be used for Teacher Centers.

Overlapping programs competing for the same federal dollars should be eliminated. We believe that the potential for Teacher Centers exceeds the potential--and the reality--for Teacher Corps. We therefore believe that Teacher Corps should be abolished and that those federal resources should be redirected toward Teacher Centers.

Teacher Centers have proven to be effective in inservice education. So, despite the fact that Teacher Corps projects and participants have striven for change and worked hard to achieve their goals, we believe it to be counter to the wise use of the federal dollar to further continue their funding while Teacher Centers are underfunded.

We strongly urge that the Teacher Center program, part of the Higher Education Act of 1965, be reauthorized for five years and greatly strengthened. The program is fulfilling the intent of Congress--to provide appropriate inservice and curriculum development opportunities for local teachers, with the programs and activities largely designed and carried out by the teachers themselves and directed toward the needs that those teachers have identified.

Congress intended this and it is, in fact, what is occurring. Teachers like the program because it helps them teach children. NEA is therefore very pleased with it, and we believe Congress should be equally pleased.

The individual Teacher Centers operating under the 61 ongoing grants are unique because of an absence of rigidity and dictation in the law. This allows each local program to reflect essentially what local teachers believe is important to help them serve their students' education needs.

A particularly significant aspect of these local Teacher Centers is the sense of excitement and meaningfulness that we find among the persons on the policy boards, Teacher Center staffs, and participants. It has been too typical lately, in many activities inside and outside of education, to find people largely "turned off." Just the reverse is true in the Teacher Center program. Teachers are "turned on." They are participating in something with which they identify and in which they have--and very much feel--"ownership."

During the past year, NEA representatives have met locally with policy board teachers from more than half the ongoing Teacher Centers. As might be expected in any program, we found some problems--organizational or administrative in some cases, emphasis on one particular level of teachers and not on others, and similar situations. But overshadowing these is the reality that teachers are involved--from a seminar on Arctic survival in Anchorage to a workshop on the use and advantages of videotaping on Nantucket Island to the development of instructional materials in Hot Springs.

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The Teacher Centers are a very effective--the most effective--way to provide substantial, credible inservice help. We strongly recommend not only that Teacher Centers be continued, but also that they be expanded as rapidly as possible, because the need--while clearly there--is only now beginning to be met.

In the first round of Teacher Center proposal submissions during FY 78, more than 500 applications were received at the state level. Of these, the U.S. Office of Education could award only 61 grants. In the second round of submissions approximately half that number of new proposals were received at the state level, with the expectation that only about 25 new grants would be awarded.

Teachers have demonstrated their strong interest in the Teacher Center program by devoting considerable time, effort, and ability in working together to develop programs and grant proposals. This has happened despite the minimal funds voted to put the law into effect. If the Teacher Center program is to succeed under Congress' leadership, then teachers must have access to it. Their achievement in the program and their future efforts must not come to a fruitless end--as just another good idea that never had a chance to develop and prosper except in a few places. While we realize that we are here to discuss reauthorization and not appropriations, we must point out that it is up to you to see that this dynamic program does not die aborning. We are looking forward to your forthright leadership in expanding the base of the programs that you showed such insight to enact.

We believe that our specific recommendations for changes in the law will clarify some of its aspects and strengthen its effectiveness.

1. The means by which teachers become members of Teacher Center policy boards need to be made more clear. While the regulation indicates several options, the process of selecting an option is not clear. This opens the way to possible conflict with state laws, particularly in relationship to collective bargaining. We therefore urge that the law be amended to indicate clearly that:

   (a) if teachers have a collective bargaining agent, that agent will appoint the teacher representatives; or

(b) if there is no collective bargaining agent, then the teacher organization with the greater or greatest teacher membership will appoint the teacher representatives; or

(c) if no collective bargaining agent or teacher organization exists, then the teacher representatives will be chosen in an election by teachers.

2. So that more teachers and their students may benefit, the program should be expanded as rapidly as possible. We therefore recommend that Congress authorize $100 million for each of the fiscal years 1980 and 1981--the same amounts as for fiscal year 1979--and $150 million for each of the fiscal years 1982, 1983, and 1984. We further recommend that when more than $75 million is appropriated for Teacher Centers in any fiscal year, at least one Teacher Center grant be awarded in each Congressional District.

3. The law should be amended to mandate that representatives of the three major constituencies designated by law for the policy board be the persons who perform the review of proposals for the Commissioner. In this way a majority of the classroom teacher representatives will do the reviewing along with the representatives of local education agencies and higher education institutions. This mandate will avoid in the future any repetition of the unfortunate and unnecessary situation that

developed this year during the review process, where teacher-readers were first eliminated, then restored in a diminished role.

4. Local Teacher Centers must be assured a voice in how the state education agency (SEA) spends its funds on technical aid and dissemination. We emphasize this because the legislation's underlying philosophy is that those who are at front and center in a program should have a vital role in its decisions. Therefore Congress should amend the law so that Teacher Center policy boards and SEAs will determine jointly the technical assistance and dissemination support that are made available for Teacher Centers.

5. In the development of regulations for the administration of the Teacher Center program established by Congress, 10 percent of the appropriation was set aside for use by SEAs in reviewing proposals and providing technical assistance and dissemination services to Centers. We believe that the 10 percent setaside is excessive. It could result in control of what basically is and definitely should be a distinctly local program being wrested from the local Teacher Center boards and assumed instead by SEA bureaucracies bloated by the availability of the set aside federal funds. The administrative setaside should be limited to five percent.

6. Paperwork associated with the program must be kept to a minimum. Already we are receiving reaction from the Centers that required reports and other paperwork and data demands by USOE are excessive and must be reduced. The responsibilities of Teacher Center leaders and participants--and the time to carry out these responsibilities--should not be diluted, or diverted, with an inundation of information demands. Of course some reasonable, periodic, and succinct reporting is necessary and desirable, but we suggest that this program be used by USOE to initiate and demonstrate keeping paperwork to a minimum.

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Now, so that you might benefit from the insights offered by direct communication with people very much involved in the program, I would like to introduce Elaine Miller and Ron Campan from Livonia; John Dacus and Norma Johnson from Montgomery, Alabama; and Gail Reynolds, Jack Anderson, and Dick Mullin from East Ramapo, New York.

Thank you.

Mr. McGuire. With me today, prepared to give you some of their personal observations, are several members of the education profession who have, during the past year, participated in teacher center projects. I would like to delay formally introducing them to the subcommittee until after my presentation.

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Thank you.

STATEMENT OF ELAINE MILLER, TEACHER, CHAIRPERSON, TEACHER CENTER POLICY BOARD, REDFORD UNION SCHOOL DISTRICT

Ms. Miller. Mr. Chairman, they say that all teachers love an audience, and I guess I'm no exception. I am very delighted to be here this afternoon.

I am an English teacher in Redford Union High School, also I'm a Home Economics teacher there. I am also vice president of a multi-unit bargaining organization in Wayne County, MEA/NEA representing teachers of my school district along with 15 other districts. Most importantly, I am chairperson of the policy board of my teacher center, the Northwest Staff Development Council, a consortium of seven school districts servicing almost 4,000 educators. We are the only federally funded center in the State of Michigan.

Teacher centers vary in their programs and concepts. I can best inform you about the essence of centers by describing our program in some detail. We have more than just a place for teachers to come for

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help on individual problems—we have an outreach program that has helped teachers and administrators on all levels.

Since October we have supplied conference attendance fees for 125 teachers and administrators at local, State and national conferences. We have provided released time for curriculum planning, preparation of materials, and visitations to other schools. We have awarded competitive minigrants to building level projects. These are teacher-initiated projects that cover topics such as creation of an environmental studies center involving the entire school community as resources (this was for an elementary school), to developing a program for improvement of morale communication and alleviation of stress for staff in one particular high school. In addition, we have developed a meaningful program of sharing, by conducting consortium days of inservice where educators in all seven districts participate in awareness raising sessions. Over 1,200 teachers and administrators flocked to such a consortium day last March. From these minisessions we are able to pinpoint needs and develop ongoing activities which expand on prescribed interests.

Our most popular workshop has been repeated many times over because of the responsive chord it has struck in our educators. Its title is "Stress and the Classroom Teacher." The relief that teachers feel when they realize that something is being done to meet this problem that is reaching crisis proportions is incalcuable.

We are currently working on planning special help for the large numbers of our teachers who have been displaced in their profession. Either they have been transferred into their minor subject area because of school closings or because layoffs have necessitated such a switch due to their place in the seniority line. I am an example of a teacher who felt the bewildered feeling of inadequacy and helplessness when I was transferred last fall from my major field of English which I had taught all of my professional life into my minor field of home economics which I had never taught. Our center will offer help to those large numbers of transferred teachers like myself, by first bolstering their spirits and boosting morale, and then second, by helping them with alien subject matter. Going a step further, we offer help to those who must, unfortunately, look beyond this field—to those hundreds in our consortium who have received pink slips—we offer our alternative career workshops to alleviate anxieties that spill over into the classroom.

We have found that we can help teachers in a nonevaluative way—a nonthreatening way. A teacher coming to our center need not fear that his lack of knowledge in a particular area is somehow a weakness—and individual teachers come everyday with their problems. For instance, a group of teachers wishing to know more about middle schools—their district was preparing to change from a junior high concept to a middle school concept—were given release time and attendance fees to attend a middle school conference so that they would feel more comfortable with the switch.

Our policy board has proven that with the advent of money, there has not automatically followed squabbling and power plays by the various elements represented on our board. If anything, our ties and commitments to each other are stronger than ever before.

We do not have a Valhalla. We have our problems, too. One of them has been the difficulty of meeting time lines since the funding started.

Specifically, in October and November we worked very hard to select staff—we had just barely gotten started when the resubmission proposal became due at the end of January and only shortly thereafter to be bogged down with the performance and financial report due on March 1. This has been difficult.

As a teacher leader in my county, I can tell you that the success of our center is due to cooperation between administrators and teachers and the fact that we each have been able to choose our representatives to the center without interference. The strong representation that teachers have on Teacher Center boards definitely increased the credibility teachers feel toward professional development. I speak fervently in favor of reauthorization of funding.

I have submitted to you copies of our overview of our Teacher Center and I thank you very much.

STATEMENT OF RON CAMPAU, TEACHER, LIVONIA, MICH.

Mr. Campau. Mr. Chairman, thank you for this opportunity to address you about teacher centers. My name is Ron Campau. I am a classroom teacher and also the president of the Livonia Education Association. I represent approximately 1,350 educators in Livonia. One of my roles as president is to sit on the policy board of the Northwest Staff Development Consortium.

Livonia has been involved in the governance of the council since its inception. We have heartily endorsed and participated in all their activities. My members have been extremely pleased with the services delivered to them since the council became operational as a teacher center under the Federal act. We have been pleased because the center has opened up a whole new field of staff development activities for us.

Let me preface my remarks about that by saying, we, the teachers, in this area have found ourselves in a totally different ball game the last few years in staff development activities. This particular area of the State is, and has been hit very hard by severely declining enrollments. My own district, Livonia, for example, has lost over 13,000 students in 7 years. We are projected to lose 7,000 or 8,000 more before our enrollment stabilizes. This problem has caused severe reduction in programs, very difficult financial conditions, and, of course, reduction in force—over 600 positions have been lost from my unit alone. These conditions have brought to bare a completely new set of dynamics and pressures on teachers that they didn't feel before—that is, job insecurity, job retraining, and low morale.

The impact on inservice training or staff development was dramatic. Traditional methods of inservice training, such as those provided by institutes of higher education and local districts, were simply not geared up to providing for some of the new needs that teachers were experiencing. Institutes of higher education provide mainly preservice—teacher training—or graduate programs. In my district about 75 percent of our remaining staff have advanced degrees.

They don't need more classes in theory. They need practical assistance at their workplace—the classroom.

Curriculum departments do a fine job in dealing with teachers' cognitive and content needs—learning how to teach skills, or introductions to new textbooks. Unfortunately, many districts are too small to be able to afford the type of curriculum support departments that teachers need.

Enter our teacher center serving 7 districts, varying in size from 125 to 1,350 teachers. The policy board and staff have recognized problems and needs not heretofore present, or addressed, and have quickly and efficiently put together programs to service those needs. Elaine related some of those services so I won't repeat them. The point is that I believe much of the cause for the shift in emphasis from solely addressing teacher's cognitive needs to their affective needs, through the center, was because of the equal partnership that teachers have with administrators, on the policy board and its subcommittees. Teachers, for the first time, have a determinant voice in setting their own direction, in establishing inservice programs to meet their needs and in the sharing of the decisionmaking processes. Understanding and cooperation with and from administrative representatives is essential in that process.

I don't believe the center is, or should be, in the position of replacing institutions of higher education or local district efforts. That's now what the teacher centers are about. Rather, they can do an excellent job of supplementing, enhancing and expanding on traditional modes of staff development activities. I think our center this past 8 months has proven that.

The Federal teacher center program has given the teachers serviced by the Northwest Staff Development Consortium a new focus, a rejuvenation of interest, and a renewed hope of improving their skills and morale.

The positive reception by our teachers and the valuable experiences they've had with Northwest this year indicate that the teacher center program categorically and undeniably merits reauthorization. As an association leader, and as a classroom teacher, I firmly believe the Federal program has allowed the Northwest Staff Development Center to have an important impact on staff inservice activity in this area and I strongly recommend and urge that the teacher center program not only be continued, but also that it be greatly expanded to include many more centers so that other educators may share in this exciting, rewarding and positive venture.

And, Congressman Ford, whenever you're in town, I'd like to invite you to come to visit our center—talk to our bright, energetic, enthusiastic staff and teachers. You may well feel the same excitement that we do over the opportunities this Federal program has given us.

Thank you.

STATEMENT OF JOHN DACUS, TEACHER, MONTGOMERY, ALA.

Mr. Dacus. Mr. Chairman, I am John Dacus, a junior high special education teacher in Montgomery, Ala., a member of the Montgomery Teacher Center Policy Board and I am president of the Montgomery County Education Association.

Qualitative data, as relates to the Montgomery Teacher Center, shows the center served 1,800 public schoolteachers and 100 nonpublic schoolteachers. The center serves teachers K through 12; 750 elementary, 450 secondary. Special education, vocational education and regular teachers have participated. Thus far this year, 1,200 participants were served; an additional 200 participants will be served in summer workshops. The total number of 64 workshop hours anticipated in summer, 120 workshop hours activities. Workshops are

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held on Saturday and after school in 2- to 4-hour sessions. As of May 15, participants in center awareness activities, workshop participants and other center visitors to the center totaled 2,783 persons to the center, an average of about 300 contacts per month.

Montgomery has developed a flexible modular teacher center to address teacher needs and concerns. This year our program has focused on meeting basic skills with concerns in the areas, of reading, mathematics, grammar and composition. These programs were developed to strengthen professional development of the teacher, with emphasis on new methods and techniques and better results with students.

Programs emphasized during our first years has been reading in the content area, mathematics, metric education, grammar and composition, and basic writing skills.

Our center surveys teachers three times per year so as to determine what immediate needs or concerns there are and so as to strengthen current programs and developing and implementing additional programs. The Montgomery Teacher Center has a district of serving inservice programs. The local center could not meet teacher's needs because of the lack of funds, and a large number of teachers to be serviced. Our teacher service thus compliments, expands and strengthens the programs in existence.

The concept of the Montgomery Teacher Center is teachers teaching teachers and teachers helping teachers.

Thank you, Mr. Ford, for allowing me an opportunity to speak today.

Mr. Ford. Thank you.

STATEMENT OF KITTY ELROD, DIRECTOR, TEACHER CENTER, MONTGOMERY, ALA.

Ms. Elrod. Mr. Chairman, I'm Kitty Elrod from Montgomery, Ala., a city that is very dependent on impact aid. I was asked to extend that remark to you from our superintendent, Dr. Garrett and our Federal Projects Director, Mr. Thomas Bobo.

Currently I'm the director of the Montgomery Teacher Center.

Mr. Ford. Mr. Bobo is an old friend and has been a very active lobbyist in Washington for many years. He's a tough fellow to deal with.

Ms. Elrod. Yes, sir. He's my supervisor; I understand.

Currently I am the director of Montgomery's Teacher Center. Before becoming the director, I was a fifth grade language arts teacher and have been for the last 13 years.

Directing a Teacher Center is a new experience for me, a very exciting experience. I think it's important for you to know how teachers are responding to the Teacher Center in Montgomery and today I'd like to share with you some reactions from our teachers and I thank you for this opportunity.

Teacher evaluation of our center's program has been almost one hundred percent positive. I think this kind of response can be attributed to two factors; one, teachers are playing a major role in developing and implementing the activities of the center, and secondly, the activities are designed to meet the instructional concerns and needs as expressed by the teachers.

Teachers are asked to evaluate all of the center's activities, and I'd like to give you just some quotations from comments made on these evaluations. One such comment was, "The metric workshop was fantastic. Please have more of the same kinds of activities as we had today."

Another comment, "The Teacher Center is great. I feel like someone is doing something for me. I got ideas at the center today that I can't wait to use with my students. Please be open all day Saturday. I need more time to develop instructional materials. There are other teachers here I can talk to and get help from. Thanks for the recyclable materials; I'm going to use the carpet pieces in the student's reading corner. The day at the center was certainly a day well spent."

And another comment; "I'm proud to be a part of a system that can boast of the Teacher Center."

And, I could go on and on with more of the same kinds of responses, because each of our evaluations have contained similar kinds of comments.

Needless to say, in Montgomery we're very enthusiastic about and appreciative of the Montgomery Teacher Center. We feel that we've come a long way in the 8 months of operation.

Not only have you involved approximately two-thirds of the teacher population in worthwhile inservice programs, but also we have overcome some problems that faced us at the beginning of the teacher center project. Our local board of education had serious misgivings about the teacher center concept at first. The majority control of teachers on the policy board was one concern, but they were also concerned about how the center would operate within the system's existing inservice programs. Fears about teacher control were allayed once the policy board began to function. Our policy board is operated on the philosophy that all board members, teachers and administrators and representatives of higher education must all come together for our project to succeed. We're all committed to this cooperative effort.

In addition, once our center's operation was underway, it became evident that our program would compliment and expand existing inservice programs in our system not compete with them. We work very closely with the director of instruction in the Montgomery Public School System in planning our teacher center programs so as not to duplicate or conflict with them. We feel that the center has been and will continue to be a vehicle for effective staff development and for effective curriculum development in our school system. And, if our center is representative, teacher centers will lead to improved teacher morale and renewed enthusiasm for teachers.

We hope that the teacher project may be renewed indefinitely and expanded to reach more teachers and ultimately for students.

I thank you very much for allowing us to speak today.

Mr. McGuire. Now our representatives from East Ramapo, N.Y. The first will be Gail Reynolds.

STATEMENT OF GAIL REYNOLDS, TEACHER, EAST RAMAPO, N.Y.

Ms. Reynolds. Mr. Chairman, I'm Gail Reynolds, a junior high school English teacher, and I'm also vice president of the local association. I want to thank you for giving me an opportunity today to perhaps share some of the enthusiasm that we feel has been generated by our Teacher Center. I'd also like to just briefly tell you about some of the programs we've been involved in this year and some of our plans for next year if we get refunded.

Our center is an actual facility. It comprises six rooms in one of the junior high schools. At the present time it is lacking in effect because of business procedures, but we do have many resources and materials available to us at the center, or maybe borrowed for us by the teachers.

What do teachers actually do at the center?

Just a variety of things. We might have teachers coming in to just browse, ask questions about what is in the center itself, borrow materials, talk over a classroom management problem, or they might be there to involve themselves in inservice training.

We had three major goal areas this year in our proposals. One was in the area of math, K through 6 levels. Districts had developed a math program, but it had not been implemented. So, the program was developed by two members of our policy board, teachers, and they taught 25 teachers for 15-hour sessions in how to implement these new math strategies. The course was very successful and it was reoffered in a second semester and is reoffered next year.

We also had new focus in handicapped and in mainstreaming of bilingual youngsters. We had quite an influx of the Haitian population in this district. And while we have an excellent program, when they first arrived the problem seemed to come when they were mainstreamed into the regular classroom situation. Teachers feel frightened and a little unprepared about expectations for these youngsters; what are their backgrounds like, what are their parents like, should we call them on the phone. So, the program that was developed for the bilingual mainstreaming has been very helpful, and in fact one of the sessions invited the parents of the bilingual students into the actual center to meet with the teachers who will be dealing with their youngsters.

Another part of the program deals with curriculum writing. This year we only spent time in one area, and that's developing, or I should say revamping, secondary schools. It was completed as far as the junior high school was concerned, and I myself received a copy of the curriculum. It is not a finished product, but what we hope to do in this program is to let the teachers try out the curriculum, make suggestions, revise, update, so that no curriculum is just absolutely set. It's always going to be updated and revised.

Next year we are moving into the area of the gifted and talented. We expect to move into that area at the elementary school level, designing a program for it. Once again, teachers are not fully prepared to deal with such a program, so in the center we hope to get them together and help them to deal with these talented and gifted youngsters We also hope to develop a program for reading and writing in the content areas for students at the junior high level who are reading at least two grades below and writing two grades below in these various areas.

Another course will deal with classroom management. Students have changed since I first started teaching, and we certainly need to look at new changes and how to deal with them.

We've learned a number of things this year.

No. 1, we have many teachers with much expertise that we were just unaware of and didn't discover until we perhaps began offering to give the courses. And they have been rewarded by that fact through the knowledge of their colleagues that they are grateful to them. I think it's nice to get a compliment from a colleague.

We have also found that courses offered in the center have kind of zeroed in on more on what the realities and problems and concerns are. Many of the teachers do take graduate courses at various universities, but those are sometimes designed for the general graduate. The courses in the center are based on the teachers' needs in the district. In that respect, they are more meaningful.

We've had a couple of problems.

No. 1, in the guidelines there was no mention of hiring practices for the director of the center. How is she employed? Civil service; teacher? So, we had that problem to face. In fact, our director only just received her contract last month. That was hard to deal with.

Another problem, as I said before, was getting familiar with business procedures in the district. Most of us were unaware of their position and things like that.

Our last problem deals with getting our secondary teachers more interested in the center. I'm a secondary teacher, and I guess I'm just as guilty as everyone else. We find ourselves considering ourselves as being very sophisticated and not needing as much help as the elementary teacher. The other teachers flock to the center; they're interested in learning new ideas. I guess they're more creative than the secondary teacher, and I would hope that you would really try to broaden the number of Teacher Centers within the Nation.

We've been the beneficiaries; we're very excited about it and would like to see more. Thank you for this opportunity to speak.

Mr. Ford. Thank you very much.

STATEMENT OF ERWIN ELKINS, DIRECTOR, ELEMENTARY EDUCATION, EAST RAMAPO, N.Y.

Mr. Elkins. I'd first of all like to state that I appreciate the opportunity of being here and to share in the excitement of our teacher center in New York State and East Ramapo.

I'm here today as a member of the minority group. I'm part of the 49 percent that exists on the policy board; I'm the central office administrator. I bring that point up because I feel very strongly about the shibboleth that's been raised about the 51 percent as being a deterrent factor, and certainly does not exist in East Ramapo. I'm sure it doesn't exist in many other teacher centers as well. I believe it's all a matter of attitude and how people work together as professionals.

A majority of our policy board are teachers, and I can speak for the other administrators on this board that we have never had closer bonds in a stronger commitment toward the purpose of education in our district. We're very pround to be members of that board and working as a teaching staff.

Before the teaching center came to our district, we had an inquisition of programs coming from above and being imposed upon the teachers. And, as everyone knows, no curriculum is worth its salt unless it can be carried across to the actual classroom and teacher involvement. With the Teacher Center in our district we have seen a blossoming of a burgeoning teacher involvement. We also have a separate curriculum council in our district which has worked on the program, and it was for the Teacher Center in our district through your largesse that it was able to cement that relationship and put them all under one umbrella.

We have now had teacher ownership, renewed enthusiasm and increasing participation in our staff. The elementary teachers have been very strongly involved, but we are beginning to see, also, increasing involvement at the secondary level. We involve the superintendent of schools directly on the policy board, and with him being there and seeing what we're talking about in curriculum specifics, it has given a further increased appreciation for what the superintendent does and he has an increased awareness of what we do also at both middlemen levels and as a teaching staff itself.

The administrators in our district have also gained an increased respect for the teachers day-to-day problems and the teacher's role as a curriculum implement. There has been a renewed interest in the staff development in many diversified areas, and some of that enthusiasm has rubbed off on our board of education because now they have decided that perhaps there is something to all this inservice and staff development of education and they have now allocated tremendous sums of money to aid the project of conserving and developing in our district.

Our project has received many numerous requests from other districts in New York State and therefore we have a tremendous public relations contact with these districts and increased awareness of the Teacher Center concept.

We believe that there are positive attitudes, increased morale and common excitement throughout our entire district. We believe this is crucial for the Teacher Center concept in Ramapo and we thank you for it.

Mr. Ford. Thank you.

STATEMENT OF RICHARD MULLIN, TEACHER, EAST RAMAPO, N.Y.

Mr. Mullin. Mr. Chairman, my name is Richard Mullin. I'm an English teacher and an English department chairman in the East Ramapo School District in New York. I'm also a president of a teacher's local of approximately 950 members; I'm also on the board of the New York Educators Association, and today I'm proud to be a member of the Teacher Center policy board and am delighted to speak with you for just a few moments about my perceptions of the teacher center program.

You have already heard from previous speakers much if not most of what I can say about the basic merits of teacher centers and the kinds of things that they do and of teachers of young people in a community as a whole. I shall then, therefore, direct myself to a peripheral area, a certainly unanticipated one I should think, about teacher centers, and that is the effect that they've had on the entire community outside the actual classroom itself.

Our local school district like many others in New York and across the Nation has particularly for the past decade been stricken with increasing problems in the simple relationship and fundamental relationship of the various components of our educational community; of the school board, of teaching staffs, administrators, of parents, teachers organizations and so on, I think probably, and I'm using our district as a microcosm of what could be perhaps the worst deterioration of these relationships. These things go on by many names; increasing inflation, rising taxes, insufficient funding of education, proposition 13 proposal and various other things. The end result we believe and we have experienced in our local is a totally fragmented educational community and indeed in the community at large to a very, very deleterious degree.

As the local president of a teacher organization, I have to deal with all of these components, particularly in a time when we are negotiating contracts. In fact, in the past half dozen sessions there really has been no time when we could sit down with board members and administrators, and, of course, that kind of meeting does little to enhance the relationship. As a matter of fact, if anything, it exacerbates and extends the problem. We seem to have a credibility gap; fear, distrust, in East Ramapo which has put us in a very unfavorable light throughout New York State and, as a matter of fact, on a few occasions on the national media.

Two years ago our problem was so severe that our National Education Association came in and spent approximately a week to 10 days with a large number of staff people interviewing various people—union people, management, PTA's, boards of education—and did a very comprehensive study, at least what they call impact study. It attempted to ascertain what some of the specific problems were, and at the conclusion to address itself to ways in which they may be remedied.

The essence of their comments boiled down to one thing; you've got to get yourselves together. You've got to be able to talk to each other; you've got to be able to stop mistrusting every motive or everything that can serve us.

Well, we didn't have that agreement; there was no place where there could be a somewhat, if not placid and serene, at least a neutral place to talk. Now we have that, and that to me, as president of the local, is perhaps one of its greatest values. With the advent of the teacher center we have a place where we can sit and work together with all of these component parts and, as the previous speaker has said, we have found somewhat to our surprise that it works. Some board members in our community were very, very fearful of this center controlled by teachers, 51 percent. Largely through the efforts of our superintendent we were able to convince the board of education that it might not be teacher-dominated and it might not be a surrendering of the board's responsibilities to a bunch of teachers. So, some of them went into it with trepidation, in fact, great trepidation.

Rather quickly we found out that their fears were not real ones, but that it did work, as Dr. Elkins just said, very, very reciprocally, respectfully and cooperatively.

We have on our board of education the superintendent of schools as a board member, several central administrators and there will be some building principals; in fact, we've invited them on and they're busy making their selections. It is predominantly teachers, but we've found that there has been, to the best of my knowledge, no quarrel over who's doing what and why. We all agreed, everyone, we're all doing the same thing and we all know why. It has also impacted the community and the other outside elements which I referred to before. I've seen this. It has helped us immeasurably. We just passed a budget; we're very, very happy with that. I think it's the first time as a community that we were able to do that on the first vote.

I do not submit that the Teacher Center in and of itself has done all of these things. I believe its contribution has been a major one and that the people who must work to pull together have a place to do that. I suggest that our experience is one that many other very fine local communities will experience if the Teacher Center operation is broadened, which I think is a very good thing to do, broadened widely. And one particular point, I certainly support all the prior points, but one particular point is point 1–A which called for a further clarification of how the policy board teachers are selected. It was first suggested, and it's one that I strongly support, that if there be a collective bargaining agency within the education community, that is where that Teacher Center representation should be determined.

I thank you for the opportunity to talk to you and to tell you how much your support of the Teacher Center has helped us. I hope that you can see fit to let it help others by broadening your program. Thank you very much.

Mr. FORD. Thank you very much.

I don't know where I was when they let slip by the 10 percent set-aside for the State.

I asked this question of all three of the groups here representing the three different groups in the State; what kind of professional and technical assistance can you get from the State agencies?

Mr. CAMPAU. I'll start off with Michigan's point of view because we're the only Federal center in Michigan.

The State had authorized I think in the neighborhood of $15,000 for technical assistance and dissemination. However, due to the intracacies of funding Federal projects in Michigan, the State legislature here has not yet seen fit to authorize the usage of that money, so we have gotten much support and assistance from the Department of Education, but no utilization of those funds because the State legislature has not authorized their use.

Mr. FORD. How about the State of Alabama?

Ms. ELROD. Our State coordinator works very cooperatively with us. Actually, he and I worked on the budget on how this money would be spent. He said, Kitty, how would you like this money to be spent, and this is how we've done it.

He has since—especially with the printing, the State printing office, he's helped getting out newsletters, brochures, and then disseminating this to other people in the State. He's assisted with printing of proposals so that we could send them to other projects, et cetera.

He has subcontracted part of his budget to us so that we wou'd be able to purchase professional books. Our budget did not have a line item for this, so part of this money is being spent that way. He has assisted with the telephone. We had a very small telephone budget, so I am allowed to go and use State telephones for in-State calls.

On no occasion have I asked for anything from our State coordinator and been turned sown. I can emphasize enough how much he helped.

Mr. Ford. How about New York?

Ms. Reynolds. We have three funded centers. We've received a lot of cooperation from our people. They have offered consultant help, resources, materials, supported us in attending many conferences that our budget would not permit us to do.

This summer we will be working with them on a dissemination project. They did prepare a budget, went over it with us and asked us for suggestions on how they could best help us.

Mr. Elkins. I would like to make one further point if I may, Mr. Ford.

The total amount is approximately $130 million for the State, and there is a very large portion of that that is still unexpended for the year.

Mr. Ford. There was discussion this morning and also on this panel of the need to expand the Teacher Center program. Although we enacted the law in 1976, it was too late for the 1977 fiscal year, so the first year was 1978. We authorized $75 million: the President asked for $5 million and Congress appropriated $8.250 million indicating that Congress was willing to make a substantial increase in the President's budget for this purpose. In 1979 the authorization continues at $75 million. The President doubled his request from 1978 from $5 million to $10 million, but Congress said that still wasn't enough, so it made it at $12.6 million. So, if you project those increases over the same life that Teacher Corps has had, it makes a much more generous jump than has occurred in Teacher Corps. As a matter of fact, the last time that the President really asked for a sufficient amount of money in the Teacher Corps was in the 1967 budget which was Mr. Johnson's last budget before the war took most of it.

The requests have very slightly increased except for 1970 when the new administration cut back a little bit in their request. But, from that point on, the request has been met almost dollar for dollar with the congressional appropriations. Unlike the Teacher Centers, the Congress has not added any substantial amount of money to the Teacher Corps, but has added money in the case of Teacher Centers, Perhaps that reflects the fact that Members of Congress either understand the Teacher Centers better or that the kinds of people today have more input.

I would like the people from my State of Michigan and the very liberal State of New York to note that while our two guests are here from Alabama, in the dim, dark days of fights with the previous President over funding including votes on overriding vetos, the State of Alabama was one of the few States that produced 100 percent of its congressional delegation to vote against the President in support of education from both political parties. We've never been able to achieve that in Michigan, and it's never happened in New York. I think that's worthwhile saying, because there's a tendency in our States to think sometimes of their representation as being a little behind. I think maybe it's because people like Mr. Bobo have come directly, and he can show people in Alabama what the Federal aid means. I know that if Bill would pass this on to John Buchanan, I'd take this opportunity of having them in my State to acknowledge the indebtedness of the people of this State to the work that your educators have done, because some of the people from your State were very strong opponents of our legislation in years gone by, and I give professional educators from that State credit for changing that pattern.

It's a very consistently positive one, and I wish that we could replicate that kind of a vote increase in other States.

Mr. CLOHAN. I have no questions, but I want to pass Mr. Buchanan's appreciation along to you for coming up to Michigan and his sincere apologies for not being able to stay. I know he appreciates very much the work done in the Alabama Education Association in not only offering advice to him on the issues, but sometimes in opposition to the NEA recommendation on certain things like ESEA title I allocation formulas. But, nonetheless, those differences are resolved, and I know that he feels that the betterment of education in Alabama is very much due to your efforts.

You have had a tough year this year in Alabama. I understand there has been a 6 percent across the board budget cut, but I hope that the quality of education will continue to improve notwithstanding the budget cut.

Mr. FORD. About this time last year Mr. Buchanan and I were locked in difficult combat over the distribution of Federal funds, and the NEA very courageously took no stand, nor did the American Federation of Teachers. It's very difficult for a national organization to take stands on some issues, and we appreciate that. But, unfortunately if you don't speak up and have sufficient representation from both teacher's organizations, it translates into everything is all right, and that we don't have to make a big case. So, every time that something happens which prevents you from taking a stand, the effect is you do take a stand. Absent strong position, it sounds like you're approving status quo.

Take that to your next convention if you will, and if you can get a solution to it, you'll be doing a very wonderful thing.

Thank you very much; we'll now call on Mr. Don Beatty, deputy superintendent of Garden City schools.

At this point your text and material will be inserted in full into the record.

[Prepared statement of Mr. Beatty follows:]

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON POST SECONDARY EDUCATION
May 25, 1979

Subject: Testimony relating to Teacher Centers authorized by Title V of the Higher Education Act requested by Congressman William D. Ford

Presenter: Donald L. Beatty, Deputy Superintendent, Garden City Public Schools, 1333 Radcliff, Garden City, Michigan 48135.
Policy Board Member, Northwest Staff Development Center, a Federal Teacher Center grant recipient.
One of the original organizers and first chairperson of the Northwest Staff Development Council which has been in operation for three years serving seven school districts and over 4,000 professionals.
See addendum O-P for presenter's background.

I. Critical Questions

II. Time for Professional Development Activities

III. Decision Processes

IV. University Relationships

V. Fiscal Agent Relationships

VI. Improvement of Student Achievement

VII. Need Perceptions

VIII. Professional Services

IX. Multi-District Activities

X. Consultants

XI. Summary

Addenda:

Northwest Staff Development Center Services

Northwest Staff Development Center Goals

Presenter's Background

NSDC May, 1979 Newsletter - Sample Activities

I. Critical Questions

Is staff development an effective vehicle to deal with the complex problems in American education?

Can a multi-district teacher center provide staff development services to solve educational problems more effectively than an individual district, given comparable funding in proportion to the professional staff impacted?

Teachers centers must prove their value by addressing the complex problems facing education. Over the next five years, the work of teachers centers must prove cost effective or other approaches will replace the major funding going into professional development.

II. Time for Professional Development Activities

Professional development behond the awareness stage necessitates a number of meetings. State law requires 900-990 hours of instruction and a minimum of 180 days of instruction. Negotiated contracts have had the impact of reducing teacher instructional time close to the legal minimum. This makes it extremely difficult to find the coordinated staff development time on a multi-district basis that is sufficient to deal with the problems being addressed. When staff development becomes a voluntary unpaid additional activity, many professionals who have the greatest need do not participate.

III. Decision Processes

It is vital that the policy board establish a process for decision making prior to the grant or as early as possible. It is important to establish trust and credibility between the members so that most decisions are made by concensus. A process for ironing out strong disagreements must exist. In my opinion, the process should be developed before the application is made and not dictated by federal rules. It is important that the policy board decision-making process is not dominated by either administrators representing boards of education and community perceptions or by teachers representing teacher perceptions.

IV. University Relationships

The control of teacher center funding should remain with a governing board made up of representation from the participating districts. Only through this process will the representatives be able to obtain cooperation from the universities in developing new, innovative, professional development practices that differ from the traditional university model.

V. Fiscal Agent Relationships

The Northwest Staff Development Center has excellent relationships with its fiscal agent, Livonia Public Schools. However, it is my understanding that some centers have had problems in this area.

Recommendation: The fiscal agent relationship should be clearly defined as a vehicle to make funds readily available for teacher center purposes. The fiscal agent should only have authority to prohibit the use of funds where it is clearly demonstrated that such use would be illegal. All value judgments in the use of funds should be the exclusive right of the teacher center policy board. Procedures should ensure the policy board rapid access to professional development funds.

VI. Improvement of Student Achievement

Each teacher center must devote a share of its resources to professional awareness and visibility as well as professional growth activities. However, I believe that some portion of each center's resources should be reserved exclusively for staff development activities that include the direct measurement of impact on student achievement.

VII. Needs Perceptions

Teacher centers must have a continuous or organized periodic process for identifying the needs perceptions of all impacted groups (teachers, teacher associations, administrators, boards of education, students and parents). Each round of identification should be regarded as perceptions of the impacted group and should be followed by a validating process. The priorities of all impacted groups are important as perceptions.

VIII. Professional Services

Teacher centers should be encouraged to help professionals by providing high need services that may not directly impact student achievement, but indirectly aid the professionals in their work. Examples: stress reduction, career counseling, retirement couseling, job opportunity exchange, etc. The school climate created by professional attitudes and relationships is a vital basic and significant indirect factor in improving student achievement.

IX. Multi-District Activities

To prove the effectiveness of a multi-district teacher center approach, I believe that all teacher centers should be strongly encouraged or required to include a portion of multi-district projects beyond simple awareness inservice.

X. Consultants

Some of the most skillful consultants are teachers or administrators within the districts. Each center should have a system to motivate the participation of these consultants. Stipends, released time, additional training, and recognition are a few ideas that could be used.

Each center should develop a trainer of trainers approach and establish a network of communication and exchange of expertise with other centers.

XI. Summary

In summary, I feel that the teacher center movement is an important vehicle to improve educational services. The first two years must be used to build awareness, visibility, credibility and develop the process. Continued financial support is needed to stabilize the process. Within five years, the teacher centers must demonstrate cost-effectiveness and the ability to deliver results by directly impacting significant student improvement of achievement.

NORTHWEST STAFF DEVELOPMENT CENTER
Wilcox Center, 29530 Munger, Livonia, Michigan 48154 261-7440

DOCUMENTATION

GOAL I. To contribute to the quality of student learning by establishing a multi-district model of a Teacher Center for staff development.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
1. To administer all functions of the Teacher Center through the governance structure of the Policy Board.	1.1 1.2 The Policy Board is composed of nine teachers, seven administrators, and a representative from the local institutions of higher education. Several non-voting liaison members representing the Michigan Education Association, Madonna College, the Wayne County Intermediate School District, and the Western Wayne County Learning Center regularly attend Policy Board meetings. The Northwest Staff Development Policy Board has held regular monthly meetings on September 21, October 19, November 9, December 14, and January 11, 1979. In addition, special meetings were called on September 28, November 20, and January 18, 1979 to consider additional items of business. Agendas and minutes for these meetings are on file in the Director's office.
	1.3 Standing Committees for the Northwest Staff Development Center (NSDC) were established at the October 19 Policy Board meeting. A listing of these committees and their charges can be found below. Minutes of the Standing Committees are on file in the Director's office. CONSORTIUM Day Committee - will plan semi-annual (November and March) CONSORTIUM in-service days Staff Development Committee - will be responsible for planning workshops and other programs to meet identified cognitive and affective needs of teachers, administrators, and other school personnel Mini-Grants Committee - will be responsible for establishing and recommending to the Policy Board processes and procedures for awarding of mini-grants and other Project CONSORTIUM funds (conference fees/stipends/substitute days) Long Range Goals Committee - will make recommendations to the Policy Board regarding long-range projects and goals, including the 1979-80 proposal and budget request Communications Committee - will be responsible for the dissemination of information from the Policy Board and Teacher Center to CONSORTIUM staff members via newsletters, workshop bulletins, etc. Promising Programs Committee - will develop criteria for identification and selection of exemplary programs and practices in the CONSORTIUM districts, and work cooperatively with Project VALUE.
	1.4 An Ad Hoc Personnel Committee was formed for the selection of Project staff. Their work lead to the selection of a Project Director who began work on October 2, and an Assistant

GOAL I. To contribute to the quality of student learning by establishing a multi-district model of a Teacher Center for staff development.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
	Project Director whose employment commenced November 17. Committee minutes concerning the selection process are on file in the Director's office.
	1.5 The Policy Board has established liaisons with a number of local, state, and national groups. Policy Board members or staff regularly attend meetings of the following groups: Work-Education Council of Southeast Michigan, Wayne County Professional Development Coordinating Committee, and the Michigan State Department of Education Professional Development Coordinating Group. Additionally, Policy Board members and staff have made presentations on NSDC for the National Education Association (Washington, D. C., November), the Michigan Education Association (Troy, Michigan, December 1), and the National Council of the States on Inservice Education in San Francisco (November 17).
	1.6 Policy Board minutes demonstrate action regarding all expenditures of Project CONSORTIUM funds to this date. Monthly financial reports will be made to the Policy Board.
2. To develop a local staff development council in each participating district that will identify local needs and priorities and contribute to the Teacher Center.	2.1 2.2 Each participating school district has established a staff development/curriculum council that has regularly scheduled meetings. Agendas and minutes of these meetings are on file in the Director's office. The regular Policy Board members serve as liaisons to the staff development/curriculum councils in each of the seven districts.
	2.3 District staff development/curriculum councils are charged with planning appropriate inservice activities for their districts, and coordinating district efforts with NSDC.
	2.4 District staff development/curriculum councils support and cooperate with the Policy Board's authorized needs assessment process. Cherry Hill Public Schools initiated a needs assessment in November. The results of this assessment are on file in the Director's office.
	2.5 District staff development/curriculum councils have planned and shared inservice activities. On November 2, 1978, approximately 700 CONSORTIUM educators attended staff development activities planned and sponsored by five districts. A summary and evaluation of that activity is on file in the Director's office.
3. To develop techniques for making multi-district assessment of needs.	3.1 3.2 The NSDC Director presented for approval to the Policy Board a rationale and process for needs assessment during 1978-79.
	3.3 The Staff Development Committee (see Appendix B) shall recommend activities to the Policy Board. Minutes of their meetings are on file in the Director's office.

GOAL I. To contribute to the quality of student learning by establishing a multi-district model of a Teacher Center for staff development.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
	3.4 The Staff Development Committee has assumed responsibility for implementive inservice activities in cooperation with the Project staff. These activities are based on Project CONSORTIUM goals and the priorities determined by the Policy Board
	3.5 Recommendations to the Policy Board from the Staff Development Committee will be implemented by NSDC staff and committee members.
	3.6 The Policy Board and NSDC have established liaisons with county and state professional development efforts (see 1.5).
4. Establish a Teacher Center that will facilitate and coordinate the staff development programs determined by the Policy Board.	4.1 See 1.7.
	4.2 Office space for the NSDC was located at Wilcox School, Livonia, Michigan, and is an in-kind contribution of the Livonia Public Schools. This site also contains a Regional Educational Materials Center (REMC) for the production and duplication of educational materials, a Special Education Instructional Materials Center (SEIMC) that provides materials for special education personnel in the CONSORTIUM districts, a professional library, and a small kitchen facility. Within walking distance is "The Teacher 's Store," a commercial store that sells various teacher supplies and instructional materials.
	4.3 A typewriter, file cabinets, and office furniture have been provided for the NSDC.
Indianapolis Teacher Center (November 18)	4.4 Policy Board members and/or staff have visited the following sites: Detroit Professional Development Center (October 24), Windsor (Ontario) Teaching Center (November 10), the Kent Professional Development Center (November 21), Region 12 Professional Development Center (November 21), Oakland, California Teacher Shelter (November 15), and the Kansas City, Missouri Teacher Center (November 20). Memoranda describing these visits were distributed to Policy Board members and are on file in the Director's office.
	4.5 NSDC staff have been trained in the use of REMC equipment and facilities, and REMC personnel have assisted in the production of newsletters and other NSDC publications.
	4.6 The SEIMC Curriculum Resource Consultant provides numerous special education support services to educators, and has worked cooperatively with the NSDC staff in assisting CONSORTIUM educators.

GOAL I. To contribute to the quality of student learning by establishing a multi-district model of a Teacher Center for staff development.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
	4.7 At this time the Livonia Public Schools have closed the Curriculum Study Center to all circulation due to financial cutbacks. It is possible that volunteer efforts by CONSORTIUM educators may staff the Curriculum Study Center and make it available to interested teacher and administrators.
5. To coordinate the human (staff, students, and community) and program resources of the participating districts in Teacher Center programs and activities.	5.1 5.2 5.3 Liaisons with various groups have been established (see 1.5). The Assistant Project Director has begun development of a CONSORTIUM Human Resource Bank, and NSDC staff have gained permission to use the computerized resource bank operated by the Detroit Professional Development Center.
	5.4 The Policy Board has solicited staff development proposals from various groups. Included are: MEA, Work-Education Council of Southeast Michigan, Madonna College, and professional educators in the CONSORTIUM districts.
6. To work cooperatively with personnel from neighboring universities to use their resources for Teacher Center programs.	6.1 The IHE representative on the Policy Board assists the Project staff in identifying appropriate university services and consultants. The Detroit PDC computerized resource bank will also be used for this purpose.
	6.2 The IHE representative on the Policy Board will assist the Project staff in planning and implementing appropriate field based post graduate courses related to identified need.
	6.3 A cooperative relationship exists with the IHE Policy Board representative regarding laboratories and demonstration sites for preservice education within local district policy.
	6.4 The NSDC will cooperate and support IHE in their efforts to procure state and federal funding.
	6.5 The NSDC staff recognizes the value of nationally known experts to CONSORTIUM inservice programs.
	6.6 The NSDC staff has contacted the state funded Global Education project at Stevenson High School, Livonia, Michigan to offer Center resources to assist them in the program. The NSDC Director is currently a member of a planning team to develop the affective component of the Global Education project.

GOAL I. To contribute to the quality of student learning by establishing a multi-district model of a Teacher Center for staff development.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
7. To develop and administer a mini-grant system to encourage staff development among and within participating districts.	7.1 7.2 7.3 7.4 7.5 The Mini-Grants Committee has developed guidelines and procedures for mini-grant funding and solicited proposals. Five mini-grants were funded from sixteen applications in January, 1979. Descriptions of these projects can be found on file in the Director's office. All applicants were given feedback regarding the strengths and weaknesses of their proposals. Second cycle mini-grant proposals are due February 12, 1979. 7.6 All funded mini-grants are responsible for dissemination of process and products as a condition of funding. 7.7 The Promising Programs Committee will evaluate and recommend mini-grant projects as demonstration sites and models as projects conclude.
8. To develop communication and dissemination network among participating districts and participate in county, state, and national networks for staff development.	8.1 Minutes of all Policy Board meetings are distributed monthly to all members, and they in turn provide them to local Boards of Education, education associations, and district staff/curriculum development councils. 8.2 A monthly newsletter and other publications are distributed to all professional staff in the CONSORTIUM districts. 8.3 Special workshops or programs are publicized to all professional staff in the CONSORTIUM districts. These have included "Requests for Services" forms, announcement of Stress Workshops, CONSORTIUM Day programs, university courses, and educational conferences. 8.4 The SEIMC delivery network is not yet operational. Consequently, delivery of materials to local districts is done by NSDC staff and volunteers. 8.5 Meetings have been held with the Project VALUE Director to establish a collaborative relationship regarding sharing of information and resources related to exemplary programs and practices.
9. To develop in cooperation with students, staff, and community, an area for the exploration and display of multi-disciplinary activities.	9.1 to 9.6 Deleted due to staff reduction.

GOAL I. To contribute to the quality of student learning by establishing a multi-district model of a Teacher Center for staff development.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
10. To establish multi-district approaches to programming in state and federal mandated areas and categorical funding.	10.1 - 10.5 An Ad Hoc Committee on mandated and categorical aid has been formed to examine current programs and coordinate efforts.

GOAL II. To promote student growth by providing opportunities for staff members and students to meet their cognitive needs.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
1. To identify and assess the common and unique needs of the staff and students in the participating districts.	1.1 See Goal I, Objective 3 documentation.
	1.2 The Staff Development Committee has received the findings of the 1978 Wayne County Intermediate School District Needs Assessment, and is using a variety of needs assessment processes to plan activities. These processes include the perceptions of committee members interviews with "special area" teachers to discuss their needs (e.g., vocational education, counselors, etc.), and group process needs assessments.
	1.3 The newsletter is used to inform staff members of identified needs. For example, staff members were informed of successful mini-grant applications and other services requested from NSDC. These requests are a statement of need on the part of the affected staff members.
	1.4 The Policy Board and local district staff development curriculum councils work cooperatively to plan activities. Policy Board members who are members of local councils act as liaisons between these two groups.
2. To plan and organize staff development activities based on defined needs.	2.1 The Staff Development Committee has begun planning and implementing staff development programs, and is identifying appropriate materials, consultants, and leadership personnel. The CONSORTIUM Day Committee is assessing needs and planning the March 8, 1978 program that will involve hundreds of teachers from the seven districts. The November 2 CONSORTIUM Day was attended by approximately 700 educators. Small group sessions addressed several areas that were identified by the Policy Board as high need areas. These included competency based education, math for slow learners, and teacher stress, among others. A copy of the program and Evaluation Report from the Director is on file in the Director's office.
NSDC co-sponsored a Competency Conference on November 29, 1978. NSDC staff members were involved in planning and presenting the conference for several hundred Detroit area educators. →	NSDC, in cooperation with DARTE (Drug Abuse Reduction Through Education) of the Wayne County Intermediate School District coordinated a four day training in the use of the Quest Curriculum for thirteen northwest secondary educators. This workshop was well received by the participants, and additional requests for training have been received by NSDC. Consequently, another workshop is planned for February, 1979.
	2.2 The project staff is assisting educators with the production of curricula designed to meet the cognitive needs of students. This assistance has been achieved in the form of released time for curriculum development, financial support of conference attendance, individual consultation with teachers, and the matching of teacher need with appropriate materials and/or resource persons.

GOAL II. To promote student growth by providing opportunities for staff members and students to meet their cognitive needs.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
	2.3 The project staff is arranging appropriate resource persons in response to "Request for Services." "Request for Service" forms from northwest educators and documentation of the services rendered are on file in the Director's office. The Assistant Director has begun the ongoing task of developing a human and program resource bank for use in staff development activities. The Detroit Professional Development Center has granted the NSDC access to their computerized resource bank.
	2.4 The project staff is identifying and collecting materials and supplies for cognitive oriented staff development programs.
	2.5 The project staff have used the services of REMC and SEIMC staff in the identification and production of materials related to cognitive staff development.
	2.6 The NSDC staff has had discussions with the IHE representative regarding field-based courses. He is able to link NSDC to the resources and programs of Wayne State University, the University of Michigan, Michigan State University, and Eastern Michigan University.
	2.7 See 2.3.
	2.8 Joint inservice days for inservice has been established for 1978-79, 1979-80, and 1980-81.
3. To identify exemplary programs which may be used as action laboratories.	3.1 The Promising Programs Committee has begun work in identifying exemplary programs and teachers. Representatives of the staff and committee have met with the Director of Project VALUE at the Wayne County Intermediate School District to coordinate efforts and to develop criteria for selection of exemplary practices.
	3.2 The Promising Program Committee will make recommendations to the Policy Board regarding exemplary programs.
	3.3 The newsletter has been used to solicit information regarding outstanding teachers or programs, and has featured ongoing instructional practices that deserve recognition and may serve as models to other staff.
	3.4 The project staff is encouraging through the newsletter teacher visitation and other use of exemplary programs.
	3.5 The REMC staff has agreed to provide videotape facilities for taping exemplary programs. Viewing stations will be provided by the NSDC staff.

GOAL II. To promote student growth by providing opportunities for staff members and students to meet their cognitive needs.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
	3.6 See 3.1
	3.7 A brochure describing exemplary programs/teachers will be developed to recognize and disseminate information regarding these programs/teachers.
4. To assist Teacher Center participants in educational research for developing new strategies and materials for classroom implementation.	4.1 The project staff uses the newsletter and other dissemination processes to provide information to target groups.
	4.2 The SEIMC delivery system is not yet operational.
	4.3 The project staff uses the newsletter to inform educators of appropriate research and materials.
	4.4 The Assistant Director/Curriculum Specialist is available to assist staff in researching and developing new curricula. This service has been provided in relation to mini-grants, individual consultants, and other requests for services.
	4.5 The Assistant Director/Curriculum Specialist is available to provide bibliographies for staff development activities.
	4.6 The Assistant Director/Curriculum Specialist has arranged a display of conference information and Teacher Center activities that will continually be updated.
	4.7 The Staff Development Committee will examine appropriate curricula, strategies, and materials for staff development activities.
	4.8 The NSDC offices are open from 8 A.M. to 5 P.M. to accomodate staff usage of the Center.
	4.9 The Curriculum Study Center is currently closed because of cutbacks by the Livonia Public Schools.
	4.10 The project staff has developed guidelines of materials for purchase by NSDC.
	4.11 Project staff has used the newsletter and other dissemination processes to publicize materials and teaching strategies that are of interest to teachers.

GOAL III. To promote student growth by providing opportunities for staff members and students to meet their affective needs.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
To assess the common and unique affective needs of the participating districts.	1.1 See Goal I, Objective 3 documentation.
	1.2 The Staff Development Committee has begun planning affectively oriented staff development programs, and is identifying appropriate materials, consultants, and leadership personnel.
	1.3 The newsletter and other dissemination processes are used to inform staff members of needs and priority areas.
	1.4 The Policy Board and the local staff development/curriculum councils have cooperated in planning staff development programs to meet affactive needs.
To stimulate awareness of educational problems and commitment to potential solutions with staff members of participating districts through interaction activities.	2.1 NSDC is offering a series of "Teacher Stress" workshops during February-April, 1979. A complete description of these workshops is on file in the Director's office. The Quest Workshop (see Goal II, 2.1) also met the affective needs of staff and students. A current project to meet staff members' affective needs is an Alternative Career Seminar for approximately 40 northwest educators sponsored by NSDC, the Michigan Education Association, the Work-Education Council of Southeast Michigan, and Madonna College. In October, thirty Wayne County educators attended a month long workshop on "Prevention and Management of Educational Stress" conducted by the NSDC Director. The workshops were sponsored by the Wayne County Intermediate School District. Seven northwest staff members participated, including two Policy Board members. This workshop was also used as a training experience for two northwest teachers and a WCISD consultant who have agreed to lead stress workshops for NSDC staff members.
	2.2 A kitchen and informal meeting area have been provided for drop-in usage.
	2.3 The Staff Development Committe may offer social/recreational meetings for staff based on ~~staff~~ need and interest.
	2.4 Through the newsletter, the project staff has encouraged educators to share successful practices andprograms. Northwest staff members will also be called upon to lead workshops in areas of expertise.
	2.5 The "Stress Workshops," Quest workshop, and other affective sessions that were part of the November 2 CONSORTIUM Day will produce more positive student/staff relationships.

GOAL III. To promote student growth by providing opportunities for staff members and students to meet their affective needs.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
3. To provide sources of information and referral services in regard to professional and personal needs.	3.1 Project staff refer requests for information regarding employment to appropriate resources (e.g., Madonna College, Career Resource Center placement offices, Alternative Careers Seminars and Workshops, etc.). The project staff have made contact with representatives of the Work-Education Council of Southeast Michigan to coordinate NSDC activities with those of business, industry, and government in the southeast Michigan area. 3.2 The project staff is developing a file of referral sources regarding retirement information, legal assistance, preventive medicine, family counseling, etc. 3.3 The project staff is developing a human resource file that will include consultants for the personal/professional needs of educators. 3.4 The Teacher Center has three telephone lines that are monitored from 8 A.M. to 5 P.M. to respond to the questions and needs of staff. 3.5 The Staff Development Committee will plan activities for new staff members when appropriate. Enrollment declines have severely reduced the number of new staff entering CONSORTIUM districts. 3.6 Project staff are in frequent contact with Project Value, DARTE, and the curriculum consultants of the Wayne County Intermediate School District to share information and materials 3.7 The Project staff have initiated contact with referral sources as need has dictated (see 3.1
4. To provide counseling services for alternate career guidance and personal growth.	4.1 The Policy Board has contracted with the Madonna College Career Resource Center to provide alternative career workshops for teachers. 4.2 Project staff is aware of personal growth workshops and counseling that is available at local community colleges and agencies and has made appropriate referrals.
5. To plan and organize affective staff development activities based on defined needs.	5.1 The Staff Development Committee has developed a format for assessing needs and implementing programs (see Goal II, Objective 2). 5.2 The project staff is assisting educators with the production of curricula designed to meet the affective needs of students. This assistance has been achieved in the form of released time for curriculum development, financial support of conference attendance, individual consultation with teachers regarding discipline, etc., and the matching of teacher need with appropriate materials and/or resource persons. The project staff is also assisting the Global Education project at Stevenson High School (Livonia) develop an affective curriculum to meet program objectives.

GOAL III. To promote student growth by providing opportunities for staff members and students to meet their affective needs.

OBJECTIVE	DOCUMENTATION LISTED BY APPROACH (1978-79 PROPOSAL)
	5.3 The project staff is arranging appropriate resource persons for request for services. These requests are filed from the NSDC Resource Bank and the Detroit Professional Development Center Computer Bank.
	5.4 The project staff is identifying and collecting materials and supplies for affectively oriented staff development activities (e.g., The Catalogue for Humanizing Education).
	5.5 The project staff have used the services of REMC and SEIMC staff in the identification and production of materials related to affectively oriented staff development programs. Samples of these materials are on file in the Director's office.
	5.6 The project staff have had discussions with the IHE representative regarding field-based courses (see Goal II, Objective 2).
	5.7 See 5.3.
	5.8 Joint inservice days for inservice have been established for 1978-79, 1979-80, and 1980-81.

Donald L. Beatty

Educational Employment Experience		Supervisor	My Position
1976--Present	Garden City Schools	Mr. B. L. Snow, Supt.	Deputy Superintendent
1973-1976	Garden City Schools	Mr. B. L. Snow, Supt.	Assistant Superintendent
1967--1973	Garden City Schools	Dr. D. R. Shader, Supt.	Assistant Superintendent
1964--1967	Garden City Schools	Dr. E. J. O'Leary, Supt.	Principal, West High School
1962--1964	Garden City Schools	Dr. E. J. O'Leary, Supt.	Administrative Assistant Business and Finance
1961--1962	Garden City Schools	Dr. E. J. O'Leary, Supt.	Principal, Lathers Elementary School
1959--1961	Garden City Schools	Mr. Gumina, Principal	Assistant Principal, Vogel Junior High School
1957--1959	Garden City Schools	Mr. Gumina, Principal	Teacher--Mathematics, Science, Spanish
1956--1957	Frankenmuth Schools	Mr. Wallen, Principal	High School Teacher--Science, Spanish
1952--1956	Flushing Schools	Mr. Crouse, Supt.	High School Teacher--Mathematics, Spanish

Donald L. Beatty

Honors, Societies and Professional Organizations (including present and/or past professional memberships)

Current: Member, State of Michigan Career Education Commission representing Michigan public school superintendehts
  Chairperson, Planning Sub-Committee

Michigan Superintendents' Association M.A.S.A.

National Superintendents' Association N.A.S.A.

Michigan Association for Supervision and Curriculum Development

National Association for Supervision and Curriculum Development

Michigan Association of Secondary School Principals
  Past member of State Committee for Principals' Rights

National Association of Secondary School Principals

Michigan Science Association

Michigan Education Research Council

Amer[illegible] Education Research Association

Wayne County Curriculum Directors--Past President

Chairperson, Curriculum Advisory Council

Member, Phi Delta Kappa, Phi Kappa Phi, Garden City Rotary

Past: Chairperson, Wayne County Council for Education of Hearing Impaired

Tri-County Committee for Improvement of Student Teaching

Chairperson, Committee for Drug Education and Case Handling

Wayne County Occupational Education Planning Committee

Central Planning Committee, Drug Abuse Reduction Through Education
  for Wayne County--Model being implemented by State

President, Flushing Education Association

President, Garden City Building Administrators' Association

Wayne County Business Officials

Civic Association--Board of Directors

Boy Scouts and church youth work

Northwest Staff Development Center News
Wilcox Center, 29530 Munger, Livonia, Michigan 48154 261-7440

May, 1979 A federally funded staff development center serving educators in northwest Wayne County, Michigan Vol. 1, No. 7

VIEW FROM THE CENTER

by Dennis Sparks

This issue of the newsletter is primarily devoted to workshops that NSDC will sponsor during the summer months. For the most part, these workshops will be offered in late August, and are of sufficient length to allow you to learn skills or explore a topic more fully. An advantage of summer workshops is that they are presented early in the day, and allow you to approach the subject with more energy than you may have for after school programs. We hope that you seriously consider each of these workshops in relation to your professional development goals and the needs of your students. Please feel free to call or write us with additional suggestions for workshops or other services that we can provide you with during the summer months.

ATTENTION REASSIGNED TEACHERS

The Staff Development Committee of NSDC is working diligently to assist teachers in our districts who will be reassigned in the fall. A panel discussion to discuss the "process" and resources involved in a new assignment is planned for early September, 1979. This may be followed by workshops and "support group" sessions in specific curricular areas. If interested, please call us at 261-7440.

NSDC OPEN DURING THE SUMMER

The Northwest Staff Development Center will be open during the summer from 8 a.m. to 4 p.m. We are located at Wilcox Center (behind Moy's Restaurant near Six Mile and Middlebelt Roads). Plan on stopping by to talk with the staff, use or develop curriculum materials, or begin fall projects.

KINDERGARTEN WORKSHOP II

A second workshop for kindergarten and early childhood education will be held at Washington elementary school on Thursday, May 24, 1979 from 4 - 6 p.m.

The workshop will be hosted by Ms. Alice Marks, who will demonstrate a cross age tutoring program she has implemented in her kindergarten.

Participants are asked to bring ideas to share as well as samples of evaluation and reporting systems being used in their programs.

Call NSDC at 261-7440 by May 18 to pre-register.

SUMMER WORKSHOPS FROM NSDC:

ELEMENTARY SCIENCE WORKSHOPS

Session one of this workshop will focus on an "inquiry" approach to the teaching of science in grades K-6. Participants will learn motivational techniques, have "hands-on" experiences, prepare worksheets and develop strategies for integrating science into the total curriculum. This session will be held AUGUST 21, 8:30 - 11:30 A.M.

In session two, participants will have an opportunity to develop science learning centers and/or homemade "kits" with programmed instructions that can be used with individuals or in small groups. Record keeping, contracts, evaluation and management systems will be discussed. This session will be held AUGUST 22, 8:30 - 11:30 A.M.

You may register for one or both sessions.

GETTING STARTED ON SUMMER: HOW TO MAKE THE MOST OF YOUR VACATION

Often, our best intentions for a satisfying summer disappear as the weeks slip past. Before we know it, school has started again in September and we have not completed many of the projects we had thought about in the spring. Often the problem is one of poor planning and vague goals. This workshop will help you set goals, plan activities, and receive support from other participants in a mutually supportive group. Whether you would like to set goals for travel, education, household projects, or books to read, this workshop will get the summer off to a positive start.

9-12 A.M.--Monday, June 18
9-12 A.M.--Monday, June 25 (attend one session only)

WILCOX CENTER

MANAGING DISRUPTIVE BEHAVIOR
(Elementary & Junior High/Middle School)

Kent Gage will present a three-session workshop for elementary and junior high teachers that will provide an opportunity for participants to learn specific techniques for managing disruptive behavior in the classroom. Topics covered will include common classroom management problems, strategies to teach students self control, and conflict resolution techniques. The workshop will provide practical approaches that can be used with general education and "mainstreamed" students.

AUGUST 22, 23, 24
8:30 - 11:30 A.M.

MAGIC CIRCLE FOR ELEMENTARY TEACHERS

Magic Circle is a curriculum in which elementary students in small, safe, groups learn more about themselves and others. Improved academic achievement, self-concept, and class cooperation have resulted from the use of this program. NSDC will provide the necessary materials so that teachers will begin using Magic Circles in their classrooms in September. The program will be presented by Dr. Janice Hammond of the DARTE program.

9-12 A.M.–August 27, 28, 29

MOTIVATING STUDENTS (K-12)

Teachers say that motivating students is their number one problem. This three session workshop will focus on specific techniques to motivate students, and will include practical suggestions that can be used in your classrooms this fall. Enrollment will be limited.

9-11:30 A.M.–August 27, 28, 29

MOVEMENT EDUCATION WORKSHOP

Movement education is a desirable change from the traditional "P.E." or "gym" programs. Although students participate at the same time, each operates at his developmental level. Through games, rhythmic activities and gymnastics, it provides successful experiences for each child to think and feel good about himself. It is self-directed, resoucaful and creative, and provides opportunity for creative problem solving. Ms. Linda Kowalczyk, Movement Education Coordinator for Northville Public Schools, will conduct workshops for teachers of grades K-6.

9-12 A.M.–August 20, 21

OUTDOOR EDUCATION WORKSHOP

Compass reading, plant identification, survival skills, food preparation, animal habitats, safety precautions and other topics in environmental education will be covered in an all day workshop to be held on THURSDAY, AUGUST 23, 1979 at a local campsite. Dan Burk, who has had extensive experience in camping and outdoor education, will conduct the workshop.

STRESS/CONFLICT MANAGEMENT FOR ADMINISTRATORS

School administrators report that job-related stress is a major concern. At the top of their list of stressors are time management issues and "people problems." This workshop will assist participants in identifying personal sources of distress, and will teach various types of stress and conflict management strategies, including group problem solving and relaxation techniques. Workshop leaders will be Drs. William Miller and Sam Mangione of the Wayne County Intermediate School District.

9:00 a.m.-3:30 p.m.–August 21

9:00 a.m.-12 noon–August 22

ELEMENTARY MATH WORKSHOP

Dr. Donald Buckeye of Eastern Michigan University will present a workshop on individualizing math with suggestions and activities for working with gifted students in the regular classroom. This session will be held from 8:30 - 8:30 a.m. on *TUESDAY, AUGUST 28, 1979.*

The second of Dr. Buckeye's workshops will be a make-and-take session on metrics and other areas of mathematics. This session will be held from *8:30 - 11:30 A.M. ON WEDNESDAY, AUGUST 29, 1979*

SURVIVAL TECHNIQUES TO MAINSTREAMING SECONDARY HANDICAPPED STUDENTS

(Regular and Special Education Teachers)

This is a two day workshop designed to assist teachers in development of strategies for the special child in the regular classroom. The inservice will demonstrate quick and easy ways to identify strengths and weaknesses of all students, academically and behaviorally. This information will be applied to improve, extend and increase techniques to make traditional courses and textbooks relevant to the special individual. The presenter will be Mary Lou Young, Regional Learning Specialist, Western Wayne County Learning Center.

9:00 a.m.-3:00 p.m.–August 29, 30

PARTICIPANTS WILL BE NOTIFIED BY LETTER IN EARLY AUGUST OF WORKSHOP LOCATIONS.

PRE-REGISTER FOR ALL THESE WORKSHOPS BY JUNE 22 BY CALLING 261-7440.

3RD CYCLE MINI-GRANTS APPROVED

Cherry Hill–High school–Alternative education program (CHOICE)–Directed study projects for mini-courses.

Livonia–Reading Academy–Workshop on Michigan Life Role Competencies for Adult Education Teachers.

Livonia–Media Specialists–Guidelines for Prescription Service and building catalogs for Instructional Materials Centers–5 schools.

Cherry Hill–High school–Improvement of morale-communication; alleviation of stress for staff, administrators, students.

Northville–Gifted and Talented–Skill development course in photography for elementary students in Academically Talented Program.

Plymouth-Canton–Miller kindergarten–Pilot a pre-kindergarten screening program for placement.

STATEMENT OF DONALD L. BEATTY, DEPUTY SUPERINTENDENT, GARDEN CITY SCHOOLS

Mr. **Beatty**. Thank you very much, Mr. Chairman.

I speak from the point of view of a central office general administrator who was one of the original organizers of the Northwest Staff Development Consortium a number of years ago and I currently serve on the policy board of the Northwest center.

I strongly concur with the information that you've just been given by the teacher members that have just testified, and for that reason will not feel it necessary to go back over the services provided by that service center, and speak briefly and quickly to the items that you have before you.

Critical questions that I see involving the teacher center movement is the question of whether staff development can be an effective vehicle to deal with the complex problems in American education. To deal with some of the problems that we see in teacher centers, one of the major problems is time for professional developmental activities. Many States have State laws on the number of hours of instruction. Negotiating contracts in some districts have had the impact of reducing teacher instructional time. Thus it makes it extremely difficult to find coordinating staff development time on a multidistrict basis sufficient to deal with the complex problems.

I think we also have situations where these professional development activities become voluntarily, unpaid additional activities. Many professionals who have greatest need do not participate. So, this is a problem that teacher centers must address; how to find adequate time to get into the more complex problems.

Decision processes: I've heard this process addressed a number of times today. It's vital that the policy board establish a process for decisionmaking prior to grant funding, or as early as possible of initial activities. It's important to establish trust and credibility between the members so that as many decisions as possible can be made by consensus. However, there is a necessity to have a process to fall back to iron out strong disagreements that may exist in complex situations.

In my opinion, the process should be developed before the application is made, and the decision process should not be dictated. It's important that the policy board decision making process is not dominated by either administrators representing boards of education and community perceptions or by teachers representing teacher perceptions. Mutual trust has to be established without domination by any of the interests.

University relations: In my opinion the control of Teacher Center funding should remain with a governing or policy making board made up of representation from participating districts. Only through this process will the representatives be able to obtain cooperation from the universities in developing new, innovative professional development practices that differ from the traditional university models.

Fiscal agent relationships: The Northwest Staff Development Consortium thinks that the planners must demonstrate cost effectiveness and the ability to deliver results by directly impacting significant student improvement of achievement to continue to merit further funding.

I want to thank you very much for the opportunity and especially for recognizing my problem and taking me out of order.

Mr. **Ford**. Thank you very much, and I want to congratulate you on a very concise and direct statement. It's one of the few statements that could not be identified by its content as to whether or not you're representing a teacher's collective bargaining organization or the administration. And, that makes a very effective statement as a part of this record. I want to compliment you on your objectivity.

I'm fully aware and sometimes painfully aware that Garden City has tensions in its contract years. People in other States call them strikes; we don't call them that here. I think it's important that the people who have been sitting here today should note that if you had the kind of tension that develops in Garden City and you've been able to develop trust between teachers and the administration, others should be able to do as well.

Mr. **Clohan**. I have a couple of questions.

You've made several recommendations here in a very concise manner and I appreciate that. It's not clear how many of these require legislative change. One or two of them at least suggest legislative change.

To what extent should some of the recommendations, particularly the latter ones, be implemented by Federal legislation?

Mr. **Beatty**. In view of the activities that we've been able to carry out, I don't think very many of these require legislative change. As a matter of fact, I would have trouble identifying any of these that could not be carried out under the current legislation. I think many of these are method of emphasis in terms of guidelines and assurance that the complex problems are addressed rather than simply superficial activities being addressed. I see those primarily as issues of guidelines.

Thank you once again for the opportunity to speak before this committee.

Mr. **Ford**. Dr. Jack Mulhern, dean of education, Eastern Michigan University; Mrs. Esther Heusner, director of curriculum, Livonia Public School District; Ms. Geneva Hoover, director, staff development, Taylor School District; Ms. Paula Brictson, director, Office of Professional Development, Michigan Department of Education.

Without objection, the prepared statements and the exhibits presented to the committee by this panel will be inserted in full at this point in the record and then we can proceed in whichever order you prefer to follow in commenting on your statements and adding to them.

[Prepared statements referred to follow:]

Testimony presented to
COMMITTEE ON EDUCATION AND LABOR
Subcommittee on Postsecondary Education
Representative William D. Ford, Chairman

Regarding

Reauthorization of the Higher Education Act: Teacher Corps and Teachers Center

By
Dr. John W. Porter*
Superintendent of Public Instruction

Wayne County Intermediate School District
Wayne, Michigan
May 25, 1979

MICHIGAN STATE BOARD OF EDUCATION
1849

Michigan Department of Education

*Delivered by Paula Brictson
Director, Office of Professional Development

Chairman Ford and Distinguished Members of the Subcommittee on Postsecondary Education:

My name is Paula Brictson. I am Director of the Office of Professional Development in the Michigan Department of Education.

State Superintendent of Public Instruction John W. Porter asked me to express his gratitude for the opportunity to submit testimony on the reauthorization of the Higher Education Act, specifically the Teacher Corps and Teacher Center Programs authorized under Title V of the Act.

Dr. Porter is in Memphis, Tennessee, today where he is Chairing public hearings being held by the Youth Task Force of the National Commission for Employment Policy. He asked me to express to you his regret that he is unable to personally deliver his testimony.

I will present his statement to the Subcommittee. Afterwards I will be happy to answer any questions you may have. My answer will be based on my experience as Director of the Office of Professional Development.

Following is Dr. Porter's statement:

GENERAL COMMENTARY

In Michigan the professional development of school staff has become a priority. Within this priority, as stated by Governor Milliken in his state of the state address in January 1979, is the concept of a collaborative approach to staff development to utilize existing resources and expertise.

Michigan Department of Education records indicate that most provisional certificate holders complete requirements for a continuing teaching certificate four to six years after graduation from college. Of the approximately 110,000 certified persons employed in Michigan's public schools, 75 percent hold a permanent or continuing certificate and have completed all necessary state requirements beyond the bachelors degree. In addition, a similarly high percentage of the professional public work force in Michigan is at or very near the top of the local district salary schedule. The average age of female teachers in Michigan is 39 with 10 years of teaching experience, and the average age of male teachers is 38 years with 11 years of teaching experience. Only 3% of the Michigan certified personnel are new employees.

The current population trends indicate that the number of pupils in Michigan schools will continue to decrease through the early 1980's. Provisions in most master contracts for layoffs necessitated by declining enrollments are on a seniority basis. Therefore, teachers are often reassigned to a subject matter area or grade level in which they have had no recent experience.

New federal and state mandated programs, new methodologies, changing school populations with multicultural needs, and the knowledge explosion have created a situation in which teachers must continually update skills and knowledge to meet the demands of society and respond to expectations of parents and students. Professional development for school staff is emerging as a high priority for the next decade.

The State Department of Education in Michigan has begun to respond to the need to develop systems which can 1) respond to the staff development priorities of school staff and 2) coordinate existing resources of local districts, intermediate school districts, and colleges of education and the State Department of Education:

•A building level approach to staff development was implemented in 1976. GESTALT - "Getting Education Specialists Thinking and Acting on Learning Theories"-- is the utilization of a team of resource persons from institutions of higher education, intermediate school districts, local school districts and the State Department of Education to help individual buildings bring about improved student performance.

•With the support of the State Board of Education, the Governor, and the Legislature, three Professional Development Centers have been established. The Detroit Center, serving approximately 14,000 educators in the City of Detroit, has been in operation since 1976. In 1977, the Kent Professional Development Center and the Region XII Professional Development Center in Kalamazoo Valley encompassing five intermediate school districts, were opened. These two centers provide services to some 12,000 educators in total. The three centers, each with a governing board representative of local school district teachers, administrators, higher education personnel, and intermediate school districts, can provide inservice programs to over 20% of the Michigan's professional personnel.

•Some 40 intermediate school districts, or consortia of intermediate school districts, have responded to the invitation of the Superintendent of Public Instruction to create Professional Development Advisory Councils representative of teachers, administrators, parents, higher education and school boards.

These volunteer councils identify staff development needs on a regional basis and identify resources for program delivery.

•In 1978 the State Legislature appropriated funds for the Michigan Department of Education to contract with an independent agent to develop a plan for a network of staff development centers. The contractor worked with an Advisory Group, 50% of whom were teachers and the remainder comprised of representatives of the numerous constituencies of the educational community. In March, 1979, the recommendations of the Advisory Group were presented to the State Board of Education and transmitted to the State Legislature.

•A State Plan for School Staff Development in Michigan was approved by the State Board of Education in April, 1979. The plan endorses a system of staff development programs at the school district level and a network of up to 25 state staff development centers for coordination of resources.

In Michigan we see a great need for programs to:

1) increase the individual skills of educators to facilitate improved student learning,
2) coordinate the pre-service and inservice activities to better utilize the college and university resources at the classroom, building and district level,
3) coordinate the numerous staff development activities extant in the state through a collaborative approach to identification of staff development needs and resources.

In Michigan we believe that for the public schools to provide programs of equity, equality and excellence there is a need for staff development programs to address the needs of individuals, school buildings and school districts. In order for effective growth to occur individuals and systems should change simultaneously. Both must be targets for growth and change.

The Teacher Corps and Teacher Center Programs attend these concerns and embrace the concepts of staff development which we in Michigan have experienced as meaningful to participants and effective to the public school system. However, from the perspective of the State Department of Education, we see a need to strengthen linkages between these programs and a state collaborative effort of the state agency, universities, teacher organizations, administrator organizations and local school districts.

SPECIFIC COMMENTARY

Teacher Corps

This model of staff development is consistent with Michigan's building level improvement model, GESTALT, which involves the community, university, and building personnel in decisions relative to the goals and objectives of the school building and the individual needs of teachers in particular settings. The program clearly allows for the coordination of preservice and inservice activities through a collaborative approach to address individual and institutional needs.

RECOMMENDATION:

> Teacher Corps budgets should allow for support of the State Education Agency (SEA) Teacher Corps Liaison for site visits to provide assistance relative to state goals and objectives and gather information for dissemination purposes.

At present the SEA liaison is a member of the policy board by local option and invitation only. While the experience in Michigan has allowed for communication with the individual projects, this linkage should be strengthened by providing minimal funds to allow for travel and dissemination activities. The involvement of the SEA in Teacher Corps projects is greater in those states which have embarked on an active role in staff development activities, but this role should be strengthened. The SEA is the logical agent to assist Teacher Corps projects with demonstration and coordination with other state activities. The SEA should be active in promoting exchange between Teacher Corps projects and other programs within the state involved with staff development activities.

Teacher Corps is a highly significant program which has made important contributions to education within Michigan. Yet there is a need for increased communication between Teacher Corps projects and the state agency to facilitate Teacher Corps' active participation in state priority programs and vice versa.

Teacher Corps has funded the National Council of States on Inservice Education which has operated for the past three years with Syracuse University as the fiscal agent. At present this Council has representation from 39 states. The mission of the Council is to assist states in the role of facilitating staff development activities within each member state to assure the kind of linkage and collaboration so necessary to assure the delivery of effective inservice programs. Through the Council, member states are able to gain information from the combined memberhip about experiences within states and effective means to implement collaborative systems to utilize existing resources to meet individual teacher and system needs. Michigan feels fortunate to have participated in this activity and encourages continuance of this arena for dialogue on staff development programming.

Teacher Centers

We in Michigan are supportive of the Teacher Center Program which permits teachers to identify staff development needs and programs which can respond to those needs. We feel this is a very important program and one which has positive impact on improving staff development activities for educational workers. Although it is too early to see the impact of the Federal Teacher Center Program in Michigan, certainly the efforts of the three state funded centers have been received favorably by teachers, administrators and other school support personnel who have participated in center activities.

We are highly supportive of the funds set aside for the state agency to support technical assistance and dissemination activities. These funds can strengthen the linkage between the Federal Teacher Center Program and other staff development activities within the state.

RECOMMENDATION

> The Teacher Center Program should provide more definitive guidelines for evaluation criteria of the Center activities.

The area of evaluation of teacher center program is a difficult one which should be explored thoroughly with recommendations about appropriate questions and possible data gathering activities. Within Michigan the three state funded centers are concerned about this issue and have kept extensive records on center participation and follow-up activities by teachers. Because the Teacher Center Program permits teachers to identify specific needs relative to classroom practice, and find relevant responses, it is critical for centers to identify the impact of the program. Design of evaluation methodologies for teacher centers should involve teachers and other policy board members, university personnel, SEA personnel and others with expertise in evaluation. Such evaluation designs should be consistent with the assumptions, goals and objectives of teacher center programs with a clear explanation of why certain questions are asked and what are appropriate expected outcomes.

Within Michigan we consider this an important issue and one which must be more clearly defined.

CONCLUDING COMMENTARY

We support the reauthorization of the Teacher Corps and Teacher Center Programs. We have indicated that staff development as it impacts on teachers and buildings is a priority in Michigan and one which is supported by the State Board of Education. The state education agency has an important and critical role to play in the facilitation and coordination of these two programs as they interface and enhance preservice and inservice activities.

Thank you for the privilege of appearing before you. Further information will be provided upon request.

Statement by: John D. Mulhern, Dean
College of Education
Eastern Michigan University

Presented to: Subcommittee on Postsecondary Education
Committee on Education and Labor
House of Representatives
Wayne County Intermediate School District
Friday, May 25, 1979

As a prelude to my testimony this morning, I would like to take a few minutes to trace my professional involvement with on-site professional development for teachers. During the Spring of 1969, I received a $25,000 grant (EPDA, Title 2B) from the New York State Department of Education to develop a new training strategy for urban teachers. Of particular interest to us today was the emphasis in that grant on the development of a collaborative model. A policy board was established with membership from the district administration, district education association, the college and community/parent groups. The board established a policy that required a consensus in all decision making and it worked successfully. Early in this program it became evident that if the contribution of the classroom teacher to the training of pre-service teachers was to be maximized, the classroom teacher needed to develop new skills for their work with the teachers-in-training. Consequently the professional development of in-service teachers began at their request under the jurisdiction of a policy board where they held a veto. This program along with a Teacher Corps program constituted a significant source of information for the State of New York and National Teacher Corps in the develop ment of their prototypes for collaborative, on-site teacher professional development models.

In 1973, I began a year long study of teachers' centers in England and conducted an on-site evaluation of the effectiveness of a developmental Teacher Center housed at Trinity College-Dublin. I can draw several conclusions from my work that year which are still valid:[1]

- English Teacher Centers peaked in numbers and importance during 1973. Even the most effective ones have been unable to retain their original role against the demand for cost efficiency.
- Teachers' Centers which were teacher controlled and operated in isolation from the local school authority were the least effective and contributed very little to teachers' professional development.
- Teachers' centers which were the cooperative undertaking of the local districts, the teachers' unions and the colleges of education were the most effective according to the center directors, in meeting the needs of teachers and districts.

I have written and delivered a number of presentations on the subject of collaboration in professional development. It is an area of great professional interest to me as a teacher educator and I have spent a great deal of time attempting to reconcile the professional needs of teachers in the field and the resources available in colleges of education that can help meet those needs.

During the past year I have had the good fortune to be administratively responsible for a professional development program in five southeastern Michigan school districts (Taylor, Inkster, Wayne-Westland, Ypsilanti and Madison Heights). This program was authorized by the Michigan Legislature as part of the Eastern Michigan University budget. This legislative authorization permitted the University to experiment in its relationships with school districts for the purposes of professional development. In order to implement the program, the University organized a policy board consisting of district administrators, teachers, intermediate school district officials, and university personnel. The board operates on a consensus model and again, each group represented on the board has in effect - a veto. Highlights of the program include:

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[1] "A Report on the Impact of the Curriculum Development Unit Trinity College, Dublin on a Girls' Vocational School," Dublin: Trinity College, 1974, 25 p.

1. A consortium arrangement that includes several school districts to ensure a broad perspective and input.
2. An emphasis on professional development at the individual school building level. Each school is treated as an autonomous unit. The teachers in the building determine the program emphasis, the plan for meeting the identified need and the deployment of staff within the program.
3. Each program is funded by the University with pass-through funds.
4. The program in each building is coordinated by district or university staff member whose primary role is that of a facilitator.
5. No new administrative units or administrators have been created.
6. The results of the first year, which are just now being collected are extremely positive. The program will be expanded to additional school sites in each of the five districts and to additional districts next year - depending upon the availability of funding.
7. Each building staff accepts the fact that professional development

must result in improvements in student learning. These changes are to be measured over a three year period.

8. The consortium arrangement whereby the College of Education has been cast into a partnership role with public education has resulted in a re-emergence of a traditional leadership role for the College.

This program has adapted many of the essential features of the Federal Teacher Center and Teacher Corps legislation but two notable accomplishments that are still to be attained by either program are:

1. The College of Education has assigned its regular staff to work in schools as consultants, classroom assistants and workshop leaders. These activities, which do not generate student credit hours, are fully funded by the University through the use of its general fund monies.
2. College of Education personnel have been called upon to facilitate and coordinate professional development activities within the public schools. This responsibility is typically undertaken by public school personnel.

Although this program has been extremely successful during its first year, it does not meet the guidelines for funding under the State of Michigan guidelines for Professional Development or the Federal guidelines for Teacher Corps and Teachers' Centers. Consequently the University must assume the full cost of the program in order to meet local needs as they are perceived by University and school district personnel at the local level.

State guidelines have a tendency to reflect Federal guidelines and it is important to consider this fact very carefully. If the Federal guidelines encourage creative solutions to local needs, at the local level, state guidelines will also promote creative solutions at the local level. If the Federal guidelines promote a limited number of set solutions funded by the Federal legislation, state guidelines will also promote a limited number of set solutions which reflect the Federal legislation.

The higher education legislation can be extremely helpful during this critical period for colleges of education because it will significantly influence the options that are to be open to higher education. Therefore it is important that through this legislation diversity and creativity in program development at the local level is promoted; and colleges of education are encouraged to re-allocate current resources from teacher preparation to professional staff development.

I urge you to consider the following points as you prepare the legislation:

1. That a significant partnership arrangement, which includes one or more higher education institution be required for all federally funded projects under this title.
2. That higher education institutions be encouraged to absorb without reimbursement, faculty costs related to professional development activities funded under this title.
3. That some provision be incorporated into the legislation that precludes the use of any funds under this title for program administration.
4. That each state be required to develop a comprehensive plan for professional development which incorporates an equivalency formula whereby public higher education institutions may report faculty involvement in cooperative staff development programs in terms of

student credit hours for purposes of state funding.

5. That the wording of the legislation be such that it encourages each state to promote local solutions to the professional needs of teachers.
6. That a portion of the Federal funds to be allocated under this title be used for a state entitlement program as contrasted to funding a limited number of selected programs. In this way all teachers in all states will benefit rather than the limited number which are reached under the current legislation.

LIVONIA PUBLIC SCHOOLS

TO: Representative William Ford and the Sub-Committee on Post Secondary Education

FROM: Esther B. Heusner, Director of Curriculum, Livonia Public Schools

SUBJECT: Testimony Relative to Teacher Centers

Representative Ford and members of the Committee, we wish to welcome you and tell you how pleased we are at your willingness to come to the local level for information about a federally funded program, and to thank you for the honor you have accorded us through your invitation to appear here. We represent the Livonia Public Schools School District, which is located in western Wayne County; we also represent one of the seven districts which make up the Northwest Staff Development Consortium, whose proposal for a teacher center received federal funding.

The Livonia Public Schools district covers 41 square miles; has a population of 110,000; and a public school enrollment of 26,548 being served by 1,295 teachers in 28 elementary, 9 junior high and 4 senior high school settings. The peak enrollment of the district was at the 40,000 student level.

Our district first became interested in the study of the teacher center movement in September of 1975 (see attachment). A number of existing and/or emerging conditions within our district occasioned that interest, namely:

- an already declining enrollment which was projected to continue for a number of years;
- a bargaining agreement with the teaching and administrative unions which forced the lay off of the least senior members when staff cut-backs were made (this produced a more mature staff with each year's cut; the need to maintain their vitality was crucial);
- a growing reluctance on the part of the teacher organization to accept student teachers for their pre-service training;
- costs continued to escalate; funding was not keeping pace;
- the local colleges of education still viewed their role as concern with pre-service rather than inservice; the monitoring of their enrollment was by credits and degree programs (large percentages of our staff had already obtained graduate degrees);
- teacher organizations (AFT, NEA) were actively pursuing federal legislation which would make teacher centers a reality.

As we reviewed the literature on teacher centers which were operational in Great Britain and in this country, certain givens emerged for their successful operation:

- Teachers and administrators would have to be jointly involved in the policy and decision making for the center;

- additional funds would be necessary;
- the services offered must be responsive to the real needs of the constituency;
- the center should be both a place to which teachers could come and an outreach to the school in which they worked.

Concurrent to our study, position papers were beginning to emerge at both state and federal levels indicating that guidelines for funding might well favor consortium efforts. Further, we were aware that many of the school districts surrounding us were experiencing difficulties similar to ours. Dr. George G. Garver, Superintendent in Livonia, invited the superintendents of the six other districts which make up our special education catchment area to meet with us to discuss the advisability of forming a consortium for staff development. He indicated that the president of our teacher organization would be in attendance and strongly urged that their counterparts from the other six districts be included, which they were. Thus was born the Northwest Staff Development Consortium. We would not pretend to suggest that it occurred without a great deal of careful nurturing by both the administrators and teachers involved. All of the issues that you might imagine to be related to governance, power, financing, had to be addressed. Fortunately we had a group of people who saw the end result as worthy of the effort and were able to make it happen.

From its beginning this consortium knew it would be difficult to maintain sufficient funding from the local districts and began to look outside for funding sources. In our first year of operation, monies did come from all the teacher organizations and from all Boards of Education, but they were minimal. Most of the services offered were actually organized and supervised by members of the Policy Board themselves, drawing upon the expertise of staff within the seven districts. It is unlikely that we would have been able to continue functioning over a period of years in that mode; additional funding was imperative. We pursued foundation monies and submitted a proposal for funding to Dr. John Porter, the State Superintendent of Instruction; none of these activities was successful. We followed the progress that led to the federal legislation and waited anxiously for the guidelines to become available. Our success in that latter effort is also history, but I might note too that we had some very tenuous moments along the way. The state also was developing program guidelines and at one point it appeared that our proposal might not get past that level. On a very short notice we assembled some 30 people to appear at the meeting of the State Board of Education to make known our concerns and they dealt with them favorably.

Other members of the Northwest Policy Board are going to share with you the actual operation of that staff development center. Based on our experience, we would prefer to share with you some of the things that we think teacher centers can do and some of the things they should not be expected to do.

Teacher centers, or staff development centers, as we prefer to term them, can serve their constituents in a variety of ways:

- serve as the bridge or linker between a university and the local school district.
- function as a dissemination center to: share information about current research; view any promising programs available through

both local and national diffusion networks; display new materials in both hard- and software varieties; provide a people resource bank;

- offer workshop opportunities designed to provide an awareness to staff of those things that are emerging and on the cutting edge in education with further opportunities for in-depth follow-up in those things of particular interest/value;
- bridge the gap that exists between theory and practice in the teaching profession;
- support visitations of other programs and conference attendance;
- provide money, materials, resources, to individual, in-building, or small group efforts aimed at the improvement of instruction;
- afford staff the opportunity to interact with others in the profession outside their own district (this is deemed desirable in terms of both professional and social interchange);
- serve as a showcase for teachers to share their particular expertise with others and gain recognition for so doing;
- identify needs of individuals and groups of teachers;
- offer training in areas where the need would be generic to most if not all school districts, e.g., basic skills areas; education of the gifted; mandated programs such as Title I, mainstreaming vocational and career education, bilingual education; guidance and counseling.

In short, staff development centers should be concerned with the ongoing renewal of individuals in terms of their personal, professional and career goals.

Some of the things a staff development center should not be expected to do are:

- Supplant the role of universities but rather to work cooperatively with them in both pre-service and inservice programming and to provide opportunities for university staff to become involved with the real world in the local school district. It should be expected that universities will continue to have the major responsibility in the pre-service education and certification of teachers, and a continued role in inservice with particular responsibility for in-depth study in the disciplines themselves.
- The center should not be expected to provide evaluations which will be used in determining a teacher's effectiveness or whether s/he should continue to be employed.
- Just as centers do not supplant the role of university, neither do they supplant the role of a local school district. This is particularly true in consortium ventures. While they can be most effective in assisting with the implementation of curriculum, they should not be about the business of its development. What shall be taught continues to be the responsibility of local Boards of Education. It would be our expectation that teachers and administrators within the local units would be involved in making recommendations for curriculum changes to the superintendent through the channels recognized within the district, not via staff development centers.

Our recommendation with regard to the future of staff development centers are as follows:

- Continue to support the staff development project to the degree possible. Recognize, however, that based on our experience it will be very difficult for local districts to maintain the effort if the funding runs out.
- While it was important that the legislature address the need for teachers to be included in decision making by prescribing a majority of teachers on governance boards, know that we deem it highly unlikely for centers to function successfully if the decisions are reached by a majority vote representative only of teachers. Just as the Rand Corporation found that innovations took root in those districts where teachers were most involved in their development and implementation, there exists a body of research which identifies the principal as the most influencial change agent within a given building. Teachers and administrators must work together toward a common goal if they are to be successful.
- The opportunity should be extended for all groups to become involved in a staff development center but it should not be a mandate. Further, there are varieties of needs among districts and consortiums, and varieties of models of centers for meeting those needs. No one model should be identified as the ideal.
- We are all concerned about evaluation and we expect that funded programs are going to have provisions for that. The place we usually look to see if a program is working well is at student performance on paper-and-pencil tests. Certainly one of our ultimate goals for staff development ventures is that improved teacher skills will lead to improved learning on the part of students. To demonstrate that with test scores would take an over time investment and a concentration of effort in a particular setting. We support an effort in that direction but recommend that it not be the only evaluation of the effectiveness of the staff development program. We think there are other kinds of "soft" data which can be collected to demonstrate its value, such as numbers served; staff evaluation of effectiveness; variety and balance of programs and service; requests for service; relationship to other institutions involved.
- It will continue to be important for local districts to be able to submit proposals for monies to develop program and address needs which exist within an individual district exclusive of a staff development center.

Again, our thanks and commendation to Representative Ford and this Committee for seeking answers at the grass roots level and affording us the opportunity to share our views on this area of mutual interest.

EBH:cm
May 25, 1979

Congressman William D. Ford, Chairman of the Subcommittee on Post Secondary Education

Members of the Committee

Staff Members

We wish to thank you for this opportunity to relate our experience and make recommendations regarding staff development.

My name is Geneva Hoover - I am Director of the Staff Development Program in the Taylor School System.

This is Rollie Hopgood - President of the Taylor Federation of Teachers and Chairman of our Policy Board.

We have provided you with a packet of materials that will furnish some detail descriptive of our program and experience. The packet includes:

1. Basic Assumptions Underlying Effective Change
2. The Taylor Staff Development Program Outline
3. Participating Schools
4. A Sample Building Proposal

Taylor has had a staff development program for 5 years. During these 5 years trial and error have proved to us that local unit planning is the most effective and lasting approach to staff development. We will describe our program and highlight other evidence that supports our contention that funding is most effective when it is directed to local staff.

Dr. Wendell Hough has provided us with a list of 9 basic assumptions which have been the foundation of our process. These assumptions have guided our program development and articulated, in detail, the two concepts that have grown from our years of experience with teachers. First, the people who are going to be responsible for implementing the change process must have a voice in planning. Second, the building or department level is the largest single unit that can respond to effective change.

The Taylor Staff Development Program is governed by a twenty member district policy board which represents the community as well as the spectrum of district personnel and resource agencies. Its membership consists of 51% classroom teachers. We meet once each month to review programs and policies. Twelve schools are currently involved in the program. Each building has its own planning committee which includes the principal, elected teachers, parent representatives and appropriate resource personnel. The Taylor Staff Development personnel are currently housed in two empty classrooms which serve as office space and a meeting area. The staff consists of a director, three facilitators, a secretary and a teacher aide. The Staff Development Department personnel serve as organizers and facilitators on both the district and building level committees.

We work with agencies and groups in coordinating resources to the building level staffs. These twenty two agencies illustrate the vast wealth of resources currently available and being utilized by the Taylor Program:

AGENCIES AND GROUPS CURRENTLY COOPERATING WITH TAYLOR

State Department of Education
Wayne County Intermediate School District (WCISD)
Wayne State University (WSU)
Eastern Michigan University (EMU)
University of Michigan (U of M)
Professional Development Advisory Council (PDAC)
Taylor Federation of Teachers (TFT)
Michigan Federation of Teachers (MFT)
American Federation of Teachers (AFT)
Catholic Social Services
United Community Services
Area Local School Districts
Professional Resource Centers (PRC)
Special Education Instructional Materials Center (SEIMC)
Taylor Research and Evaluation Department
Taylor Basic Education Department
Taylor Community Education Department

Taylor Career Education Department
Taylor Special Services Department
Taylor Instructional Material Center (IMC)
Parent Organizations/Advisory Councils
District Task Forces

We believe existing agencies and resources need to be utilized and restructured where necessary to meet current needs as expressed at the local building level. We should not waste money and effort by creating unneeded layers of bureaucracy. We should design funding formulas to encourage service to the local districts based on locally identified needs and requests.

We moved from the "center" approach to the current model which emphasizes a built-in, on-going process at the building/department level because it was obvious that workshops and "show and tell" techniques did not produce meaningful change.

The current model allows each school to select its own priority goal through a rigid needs assessment at the building level. The teachers elect teacher representatives to serve on the building planning committee and write their "blueprint" for achieving that goal. The proposal includes:

(1) The priority goal
(2) Objectives
(3) Strategies
(4) Expected change
(5) Evaluation plan
(6) Timelines
(7) Resource description
(8) Cost projections

The proposal is approved first by the local building or department staff then by the District's Policy Board and finally by the fiscal agent.

Program implementation and development are well structured, and regular meetings are conducted to communicate and evaluate progress.

Re-assessment occurs where closure is reached on the proposal and the entire process continues.

This process design should work with any group at any level in dealing with locally perceived needs. As it becomes institutionalized as an on-going instrument for change, local leadership is developed through experience, simply by using the process. The building planning committee develops into a leadership team. This local base of leadership training imbeds itself in the school and makes it possible for staffs to deal with their needs as they occur rather than waiting for someone to hand them a packaged deal that may not apply. In a rapidly changing society the development of this change process at the building/department level will become invaluable.

We work with individual approaches to staff development as time and money permit. We also participate in planning and coordinating special workshops and seminars based on district needs and requests. However, we are inhibited in expanding beyond current levels of involvement in all areas due to limited funding sources.

The principles which have guided us in developing our program, are evident in other successful programs. Current thinking and research further endorses the local level approach to program development. I served on the Statewide Committee that worked with a private agency in developing recommendations for state funding of Staff Development. The committee made recommendations which are highly supportative of local approaches to Staff Development, and our policy board supports those recommendations.

You may be familiar with California's "School Improvement Program" which is basically the same as the "Taylor Process Model". It has also met with encouraging success.

Eastern Michigan University received funding through the efforts of State Representative Gary Owen, and the University has adopted the "Taylor Model" successfully in other school districts in Michigan.

The U.S. Office of Education awarded a contract to the Rand Corporation in 1978 to study a national sample of educational innovations funded by federal programs. This four year study aimed to help improve federal change agent policies: Programs Supporting Educational Change, Vol. VIII: Implementing and Sustaining Innovations by Paul Berman and Milbrey W. McLaughlin, R-1589/8-HEW, May 1978.

The study cited Effective Implementation Strategies as:

1. Concrete, teacher-specific, and on-going training
2. Classroom assistance from project or district staff
3. Observations of the project in other classrooms or districts
4. Regular project meetings
5. Teacher participation in project decisions
6. Local material development
7. Principal participation in training

The study further summarized Implications for Federal Policy:

1. Educational performance could be improved if more attention were paid to all stages of the local change process.
2. Educational performance could be improved with adaptive implementation assistance.
3. Educational performance could be improved if the capacity of local school districts to manage change were enhanced.

The Rand study supports the concepts and principles underlying the local staff involvement and decision making approach to staff development. Outside intervention is important, too, but at the request and in cooperation with the local group involved in the process.

We hope you will consider these concepts and principles as you deal with the reauthorization of the Higher Education Act.

Thank you again for extending us the courtesy of appearing before your committee, and we can assure you that we are always available for any questions you might have. Or if any of the committee member or the staff people would have an inclination to view our program we would look to you for constructive criticism and assistance.

SOME BASIC ASSUMPTIONS UNDERLYING EFFECTIVE CHANGE

Dr. Wendell Hough, Associate Dean of Education
Wayne State University

1. Every person is logical in his own context.

2. The most critical variable in teaching effectiveness is the extent to which one can use himself effectively in interacting with and releasing the potential of others.

3. Persons who are to be affected by decisions should be involved in making decisions.

4. Shared decision-making is more effective than arbitrary D-M and builds personal and task commitment for those involved.

5. Outside intervention is necessary for significant change in teacher behavior and feedback on behavior is the necessary ingredient for teachers to understand the impact of their behavior.

6. Although consultant help is necessary and important, direction for change should come from local sources.

7. Leadership cannot be assumed; any change model should provide a leadership training component.

8. Effective curriculum change is a human process, necessitating change in interaction patterns, e.g., support systems.

9. The principal cannot create effective change, but he/she can block change. The principal can and must facilitate change.

PROGRAM OUTLINE

The "Taylor Model" for Staff Development consists of two phases, three components and emphasizes a six step process. It has been designed to deal with a variety of situations, groups and individual concerns. In Taylor it has proved effective with both elementary and secondary staffs.

STAFF DEVELOPMENT 6 STEP PROCESS

STEP I - AWARENESS, READINESS, COMMITTMENT, NEEDS ASSESSMENT, PRIORITY GOAL SELECTION, FORMATION OF PLANNING COMMITTEE

The building/department staff spends an inservice session determining their primary need. This assessment is usually conducted by resource personnel from Wayne State University with expertise in staff development.

- During this session the staff:

A. Agrees upon a priority goal.

B. Generates data outlining inhibiting and facilitating factors that affect the priority.

C. Selects a committee that will deal with articulating a plan of action which deals with the priority need in the form of a proposal.

Planning Committee Structure:

1. Two classroom teachers (elected by fellow teachers).
2. One resource, reading, counselor, or other staff member who is a member of the teacher's bargaining unit, yet not requiring a substitute.
3. Principal.
4. Parent leader (preferrably the elected leader of the local parent advisory council).
5. Staff Development Facilitator (non-voting).

STEP II - PROPOSAL DEVELOPMENT:

The planning committee writes the proposal with input and direction from the entire group involved. Substitutes are used for the two classroom teacher committee members.

- The Proposal includes:

A. Statement of the priority goal

B. Statement of the objectives

C. Statement of applicable strategies

D. Statement of expected changes

E. Evaluation plan

F. Timelines

G. Description of resources to be used

H. Cost Projections

STEP III - PROPOSAL APPROVAL:

A. The originating staff and community leaders (as described in Step I) must approve the final proposal.

B. The District's Policy Board (consistent with the Federal and State Guidelines).

C. The fiscal agent. (If not properly represented on the Policy Board. . . Example - Michigan Council of the Arts, E.M.U.).

STEP IV - IMPLEMENTATION AND DEVELOPMENT:

During the implementation and development stage a well structured system of monitoring and evaluation must occur to insure that the plan is working. Revisions may occur - if they are major content changes the proposal, as amended, must go back to the original approving groups.

STEP V - EVALUATION

Evaluation procedures are included in the proposal. Final evaluation rests with the Michigan Department of Education.

- In-house evaluation designs may include:

A. Monitoring

B. Pre-post instruments

C. Logs

D. Surveys

E. Questionnaires

F. Other

STEP VI - RE-ASSESSMENT:

When closure is reached on the current proposal, the entire process continues with a re-assessment.

PHASE I

During the first year of this process the Staff Development Facilitator works very closely with the planning committee. The local building/department planning committee should develop into a leadership team and become semi-independent from the Staff Development Department during the second year.

The committee determines if they are ready to begin Phase II of Staff Development based on well established success criteria as described under Phase II.

PHASE II

The purpose of the Staff Development Program is to assist staff members in developing self-identified competencies and programs that will result in improving the delivery of educational services to children. The long term goal of this process is to promote student achievement in a wide variety of skills.

The key component to a successful on-going staff development program is a strong, involved planning committee at the building or department level.

The need for a Staff Development Facilitator is minimized as the planning committee takes the leadership role. At this stage the Staff Development Facilitator assumes the position of a resource person on call and assists the committee with monitoring, evaluation and re-assessment on a regular basis.

CRITERIA FOR SUCCESS - PHASE II

1. The school is using the staff development process successfully as a major means for dealing with priorities in a well planned coordinated manner which involves input from the entire staff.
2. The Planning Committee is undertaking the full management of the staff development program while maintaining continuous communication with the entire staff.
3. Staff members are using techniques and processes to improve the learning environment and the education of the students as a continuing process.
4. School climate is improving as evidenced by positive changes in attitudes and the inter-personal relationships among staff, students and the community.
5. Students are evidencing improved achievement in reading and mathematics.

ROLE OF STAFF DEVELOPMENT FACILITATOR IN PHASE II

1. The facilitator will meet with the building planning committee monthly for the purpose of a program update as related to the building and/or department proposal.
2. The facilitator will be available to assist with resources for the building project and maintain continuous communication with the planning committee.
3. The facilitator will assist with monitoring, evaluation and re-assessment on a regular basis.
4. The facilitator will assist with proposal writing and approval.

TAYLOR STAFF DEVELOPMENT PROGRAM

INDIVIDUAL INSERVICE DESIGN

I. PRELIMINARY SURVEY OF NEED

A meeting between the appropriate administration, union and staff development personnel is convened to explore possible direction. If staff development is recommended, a plan will be designed as outlined through the following procedures.

II. OUTLINE/STATEMENT OF SPECIFIC NEEDS

The appropriate administrative personnel and staff members will describe their needs and expectations in writing. (See attached form)

III. INSERVICE PLAN

Staff Development personnel will work with the involved staff and administration to design an inservice plan to meet the needs as described in Step II. (Funding for such a plan would come from the general fund for the involved building.)

IV. IMPLEMENTATION

Successful implementation requires a well structured system of monitoring and evaluation.

V. EVALUATION AND UTILIZATION OF THE INSERVICE EXPERIENCE

During the inservice experience the staff member receiving the inservice will:

A) Keep a log which describes and highlights the experience.

B) Evaluate the experience.

C) Submit a plan to appropriate personnel for utilization in his/her own program.

Appropriate personnel will communicate with staff development personnel relative to the success of the inservice experience.

A) Documentation of the success factors with Staff Development will avoid use of names and will be used only for program improvement and evaluation purposes.

SCHOOL______________________________ DATE____________________

PRINCIPAL______________________________

TEACHER______________________________

OTHERS______________________________

NEEDS AND EXPECTATIONS:
(Use additional pages if needed)

INDIVIDUAL PLAN FOR INSERVICE

(SAMPLE)

I. Identify another person in another school who is doing the same job and arrange for a 3 day clinical experience.

A. The teacher being inserviced will shadow the teacher at the identified location for 2 days.

B. Both teachers will return to the inserviced teacher's work location and reverse the role for the third day, noting possible improvements/changes.

C. The inserviced teacher will keep a log of the three days activities, evaluate the experience and write a plan incoroporating appropriate components of the observed program into his/her own program.

D. Appropriate administrative personnel will approve and help with the implementation process.

INDIVIDUAL INSERVICE DESIGN
EVALUATION

SCHOOL ______________________________ DATE ____________________

TEACHER ____

I. LOG EXPERIENCE:
(Need a notebook)

II. EVALUATE EXPERIENCE:
(Use additional pages if needed)

III. SUMMARIZE PLANS FOR IMPLEMENTATION OF THE EXPERIENCE INTO OWN PROGRAM:
(Use additional pages if needed)

STATEMENTS OF DR. JACK MULHERN, DEAN OF EDUCATION, EASTERN MICHIGAN UNIVERSITY; ESTHER HEUSNER, DIRECTOR OF CURRICULUM, LIVONIA PUBLIC SCHOOL DISTRICT; GENEVA HOOVER, DIRECTOR, STAFF DEVELOPMENT, TAYLOR SCHOOL DISTRICT; PAULA BRICTSON, DIRECTOR, OFFICE OF PROFESSIONAL DEVELOPMENT, MICHIGAN DEPARTMENT OF EDUCATION, A PANEL

STATEMENT OF PAULA BRICTSON, DIRECTOR, OFFICE OF PROFESSIONAL DEVELOPMENT, MICHIGAN DEPARTMENT OF EDUCATION

Ms. BRICTSON. I'm very pleased to be here, Mr. Ford, to provide you the testimony of Dr. John Porter, Superintendent of Public Instruction. What I am going to do is highlight some of the comments and try to keep this as brief as possible.

In Michigan, we clearly have defined professional development of school staff as a priority. Within this priority is the concept of a collaborative approach to staff development to utilize existing resources and expertise.

You have heard about the situation in Michigan with student declining enrollment and the stabilized teacher work force, and I will not go back into that.

Michigan has begun to develop systems which can, one, respond to the staff development priorities of school staff and, two, coordinate existing resources in local districts and intermediate school districts, colleges of education and the State department of education.

Briefly, some of these responses are, one, a pilot level approach to staff development which utilizes a team of resource persons from institutions of higher education, intermediate school districts, local school districts and the State department of education to help individual buildings bring about improved student performance. Community involvement and the role of the principal are the highlights of this particular program.

The second response is the three professional development centers which have been established in Michigan. The Detroit center, which has gained a national and international reputation as an exemplary large metropolitan teacher center, the Kent Professional Development Center and the region XII Professional Development Center in Kalamazoo Valley. I would also like to add a comment about the governance structure in the Detroit center. While that governance structure is a parity model of five members, program planning is done by the client requesters which means that most program planning is done by at least a majority of teachers. There are also various planning committees within that center structure; center advisory, mathematics, paraprofessionals, and evaluation. So, in terms of what a teacher center is about which is delivering programs, the teachers are immediately and intimately involved in the program planning.

We also have in Michigan a State plan for school staff development which was adopted by our State boards of education in April 1979. This plan is based on the recommendations of an advisory group, 50 percent of whom were teachers. The plan endorses a system of staff development programs at the school district level and a network of up to 25 State staff development centers for coordination of resources.

Therefore in Michigan we see a great need for programs to:

One, increase the individual skills of educators to facilitate improved student learning;

Two, coordinate the preservice and inservice activities to better utilize the college and university resources at the classroom, building and district level; and

Three, coordinate the numerous staff development activities extant in the State through a collaborative approach to identification of staff development needs and resources.

In Michigan, we believe that for the public schools to provide programs of equity, equality and excellence, there is a need for staff development programs to address the needs of individuals, school buildings and school districts. Both individuals and systems must be targets for growth and change.

The Teacher Corps and Teacher Center programs attend these concerns and embrace the concepts of staff development which we in Michigan have experienced as meaningful to participants and effective to the public school system. However, from the perspective of the State department of education, we see a need to strengthen linkages between these programs and a collaborative effort of the State agency, universities, teacher organizations and local school districts.

SPECIFIC COMMENTARY

TEACHER CORPS

This model of staff development is consistent with Michigan's building level improvement model. The program clearly allows for the coordination of preservice and inservice activities through a collaborative approach to address individual and institutional needs.

Recommendation.—Teacher Corps budgets should allow for support of the State Education Agency Teacher Corps liaison for site visits to provide assistance relative to State goals and objectives and gather information for dissemination purposes.

At present the SEA liaison is a member of the policy board by local option and invitation only. While the experience in Michigan has allowed for communication with the individual projects, this linkage should be strengthened by providing minimal funds to allow for travel and dissemination activities.

The State agency is the logical agent to assist Teacher Corps projects with demonstration and promote coordination with other programs within the State involved with staff development activities.

In addition, Teacher Corps has funded the National Council of States on Inservice Education, which has operated for the past 3 years with Syracuse University as the fiscal agent. At present this Council has representation from 39 States. The mission of the Council is to assist States in the role of facilitating staff development activities to implement collaborative systems to utilize existing resources to meet individual teacher and system needs. Michigan feels fortunate to have participated in this activity and encourages continuance of this arena for dialogue on staff development programing.

TEACHER CENTERS

We in Michigan are clearly supportive of the Teacher Center program. Although it is too early to see the impact of the Federal teacher center program in Michigan, certainly the efforts of the three State-funded centers, Detroit, Kent and Kalamazoo, have been received favorably by teachers, administrators and and other school support personnel who participate in those center activities. And, there is some data from the Detroit center which shows a positive impact on student achievement.

We are highly supportive of the funds set aside for the State agency to support technical assistance and dissemination activities. Again, these funds can strengthen the linkage between the Federal Teacher center program and other staff development activities within the State.

Recommendation.—The Teacher Center program should provide more definitive guidelines for evaluation criteria of the center activities.

The area of evaluation of Teacher Center program is a difficult one which should be explored thoroughly with recommendations about appropriate questions and possible data-gathering activities. Within Michigan the three State-funded centers are concerned about this issue and have kept extensive records on center participation and followup activities by teachers. Design of evaluation methodologies for teacher centers should involve teachers and other policy board members, university personnel, State education agency personnel and others with expertise in evaluation. Such evaluation designs should be consistent with the assumptions, goals and objectives of Teacher Center programs with a clear explanation of why certain questions are asked and what are appropriate expected outcomes. Within Michigan we consider this an important issue and one which must be more clearly defined.

In conclusion, we support the reauthorization of the Teacher Corps and Teacher Center programs. We have indicated that staff development as it impacts on teachers and buildings is a priority in Michigan and one which is supported by the State Board of Education. The State education agency has an important and critical role to play in the facilitation and coordination of these two programs as they interface and enhance preservice and inservice activities.

Thank you for the privilege of appearing before you.

Mr. Ford. Thank you very much; who would like to proceed next?

[Information submitted by Dr. Porter follows:]

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STATE PLAN FOR SCHOOL STAFF DEVELOPMENT IN MICHIGAN

March 22, 1979

OFFICE OF PROFESSIONAL DEVELOPMENT
MICHIGAN DEPARTMENT OF EDUCATION

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DR. JOHN W. PORTER, SUPERINTENDENT
OF PUBLIC INSTRUCTION

FOREWORD

I have the utmost confidence that public education in Michigan can make a positive difference in the lives of students, regardless of their color, where they live, or their families' socio-economic background. It can provide them with the skills to function effectively in the many roles of a complex society, and it can offer them resources for fulfilling their individual desires.

The success of public education clearly depends upon the ability of its insitutions to provide the means to meet a great range of student needs. In our ever changing society, modifications are required in the means to meet newly identified needs. This requires professional development for staff in every facet of the educational system.

A humanistic and systematic approach to staff development will have at its center the teacher-learner relationship. Such an approach will attempt to develop the skills required to improve individual student learning. Such skills may include classroom management, resource managment, testing and observation techniques, techniques for using computer technology, means for identifying new public concerns, skills for bilingual classrooms, programs for administrators, or a whole range of new teaching strategies.

Public education must respond to the increasing challenge that its finances be justified on the basis of student performance. Professional development can help the school staff plan for the optimum use of its human and material resources. It will be a major factor in the growing effectiveness of Michigan education. Therefore, the Michigan Department of Education has prepared the following State Plan for School Staff Development in Michigan.

John W. Porter
Superintendent of
Public Instruction

I. INTRODUCTION

If the growing demands of new knowledge, mandated educational programs, and rising expectations for schools are to be met, Michigan's educators must be provided every opportunity to maintain and improve professional skills, and to acquire new knowledge throughout their entire work life. Staff knowledge, skills and awareness of attributes of human growth and development all contribute to bringing student outcomes up to stated expectations. In order to maintain up-to-date knowledge and skills, school staff should be offered the opportunity to receive and encouraged to seek continuous growth experiences. If the concept of lifelong learning for school staff is to reach fruition, teachers and other educators must have the tools to identify needed skills prior to entering a staff professional development program. In addition, maximum impact from staff development activities can be realized when individual staff members are committed to such personal growth and development. Commitment to continued improvement of competencies and skills in order to better assist students in meeting identified expectations is a crucial component.

Emphasis on professional development of school staff has brought about many new activities and programs supported by the State Board of Education, many intermediate and local boards of education, and colleges and universities. The multiplicity of activities rapidly increased the last several years, causing duplication of effort as well as confusion regarding the role of the various agencies. There is a need for an organizational model, a responsive Michigan Department of Education structure and a developmental process.

The State Plan for School Staff Development in Michigan has been prepared in an effort to meet that need. It is meant as a guide or tool for all individuals and agencies involved in professional development of school staffs. This document describes an organizational structure and processes for planning, coordinating and implementing staff development activities. It is hoped that this State Plan will clarify the role of the Department of Education in facilitating professional development activities for school staffs. All activities, structures, processes and roles are derived and developed from one focus. That focus is the professional development of members of school staffs throughout the State of Michigan. School staff is the most important school-related variable in improving student learning. The continued growth of the members of Michigan's educational community, in order to better meet the needs of Michigan students, is the goal of the activities and programs described in this document.

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II. DEFINITION OF TERMS

So that all readers of this document begin with a common understanding, this section presents a series of definitions of key terms and concepts. These definitions are to be used in funding decisions and in planning for staff development center programs. They are limited-use definitions applied to state funded staff development center programs administered and/or supported by the Michigan Department of Education.

Staff Development

Staff development is a planned and organized effort to: (1) provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with individual student incentive and potential, (2) meet additional developmental needs of students, and (3) meet the specific needs of staff that may or may not be related to cognitive outcomes.

School Staff

All personnel employed by a school system who are responsible for delivering instruction or instructional support services to students. The primary target group for staff development center activities are teachers and administrators. Individual staff development policy boards may determine additional personnel to participate in staff development programs based on locally identified needs. Participation by school staff in staff development center activities is voluntary.

Teacher Centers (A Federal Term -- Section 532(a) (2) of PL 94-482)

"...a site which serves teachers from public and nonpublic schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary may develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable the teachers to meet better the educational needs of students."

Staff Development Centers (A Michigan Term)

State Staff Development Centers: A network of up to 25 centers designated by the State Board of Education to assure access by every local staff development center and local school district. The purpose of the state staff development center is to deliver inservice programs to individual local staff development center constituents, serve as consultant to local staff development centers, disseminate information concerning effective inservice programs, identify resources for local staff development centers, disseminate information and offer technical assistance relative to state and federal programs with inservice components, serve as a communication link between the Department of

Education and the local district(s)' staff development centers. The state staff development centers should have access to materials, libraries, and films.

Local Staff Development Centers: A local staff development center shall serve a minimum of 750 professional personnel. The purpose of the centers is to provide inservice activities to meet the identified needs of teachers, administrators and other support personnel whom individual center policy boards identify as the target group for the center activities. Local staff development centers shall identify local staff needs for inservice training, prioritize identified needs for inservice programs, identify resources for responding to needs, provide evaluation information relative to inservice programs, identify local staff development needs relative to state and federal programs with inservice components, and be represented on state staff development center policy boards.

Policy Board

A body which sets policy for the operation of local and state staff development center programs. Policy boards shall be composed as follows:

State Center Policy Boards: A majority of the members shall be representative of teachers. The balance of the policy board shall include representatives from: local boards of education, each local staff development center policy board, administrators, at least one higher education representative and other support personnel.

Local Center Policy Boards: A majority of the members shall be representative of teachers. The balance of the policy board shall include representatives from: local boards of education, administrators and other support personnel.

Teacher representatives on local state staff development centers shall be: (1) appointed by the teachers' collective bargaining agent, (2) elected by all teachers in an area where there is no collective bargaining agent.

Representatives of institutions of higher education shall be selected by the Council of Deans and Directors of schools and colleges of education.

Other representatives on the policy boards shall be selected by constituent groups.

Fiscal Agent

This definition applies to Michigan's state-funded staff development center programs. The fiscal agent is the educational public body corporate which has the responsibility to receive and disburse funds, and make financial reports as required by law or the conditions of the grant for a staff development center program. Appropriate fiscal agents for local staff development centers are local school boards and intermediate school districts.

Funds shall be administered in accordance with the policies and priorities of the policy board, consistent with the terms and conditions of the grant. The review of the program budget and all reports by the board of the fiscal agent, prior to submission by the program policy board to the Michigan Department of Education, shall be limited to compliance with law and the conditions of the grant. Personnel of the staff development center will be recommended by the center's policy board, and upon recommendation shall be appointed by the fiscal agent. The fiscal agent does not establish policy for staff development centers, veto programs or change priorities. Local agreement on other details of the working relationship between the fiscal agent board and the center's policy board should be agreed upon and described in the written program plan. The payment of released time should be recommended by local policy boards, in the intent and spirit of Public Act Number 379 and the specific terms of the granting organization. Funds appropriated for this program shall not be expended for facility rental, overhead charges or stipend payments.

State Level Advisory Council on Staff Development

The Advisory Council shall be charged with advising the State Board of Education regarding the broad spectrum of staff development activities in the state, providing information regarding problems and issues in this area, and advising the State Board regarding specific items referred to the Council by the Board. The composition of the State Level Advisory Council shall include a majority of teachers, as designated by the Michigan Education Association and Michigan Federation of Teachers, as well as representatives from the following organizations:

Michigan Congress of Parents, Teachers, and Students
Deans and Directors of Colleges of Education
Michigan Association of School Boards
Michigan Association of Intermediate School Administrators
Michigan Association of School Administrators
Michigan Elementary and Middle School Principals Association
Michigan Association of Secondary School Principals
Local Staff Development Centers
State Staff Development Centers
Federally Funded Teacher Centers
Michigan Congress of School Administrator Associations
Middle Cities
Nonpublic Schools
Community Colleges

Professional Development Advisory Councils

A council made up of classroom teachers, citizens, local boards of education, school administrators, intermediate school district staff, staff from teacher preparation institutions and nonpublic schools. Such a council, with fifty percent (50%) teacher membership, identifies on a regional basis areas of need for staff development acitvities, possible resources to meet those needs, and assists in planning and coordination to improve regional staff development services.

In those areas of the state where a state staff development center has been established, such an advisory council may co-exist with and provide input to the policy board relative to staff needs and staff development programs. The Professional Development Advisory Councils now in operation may be phased out once Policy Boards have been established. Policy Boards should establish those advisory groups that are deemed relevant. After October 1, 1979, existing Professional Development Advisory Councils shall be comprised of a majority of teachers. Teacher representatives shall be: (1) appointed by the teachers' collective bargaining agent, (2) elected by all teachers in the area where there is no collective bargaining agent.

Service Areas

The Michigan Department of Education organization structure involves fourteen service areas (i.e., Special Education Service, Vocational-Technical Education Service, Compensatory Education).

Program Components

The State Board of Education has identified areas of need that relate to all of education (i.e., Career Education, Bilingual Education). Special offices within the Department of Education have been created for these areas and are referred to as program components with responsibility for coordinating related activities of all service areas.

Internal Council

A council internal to the Department which meets to communicate information relative to Department funded and sponsored staff development activities. All service area and office directors with administrative responsibility for staff development programs and funds are council members as well as staff of the Office of Professional Development.

III. RATIONALE

During the past twenty-five years new teaching demands have accumulated at a very rapid rate, many of them stimulated by federal support for new programs. There is a need to establish an orderly means by which new knowledge and new teaching strategies become diffused throughout Michigan's school systems.

Department of Education records indicate that most provisional certificate holders complete requirements for a continuing teaching certificate four to six years after graduation from college. Of the approximately 109,000 certified persons employed in Michigan's public schools, 75 percent hold a permanent or continuing certificate and have completed all necessary state requirements beyond the bachelors degree. In addition, a similarly high percentage of the professional public work force in Michigan is at or very near the top of the local district salary schedule. With declining student enrollments and provisions in most master contracts for layoffs to be made on a seniority basis, it is predicted that the professional school staff will tend to include more persons: (1) with extended experience; (2) at the maximum salary level; and (3) with higher levels of college or university preparation than ever before.

The development of a statewide system to facilitate staff development for all professional personnel is a complex endeavor. The Department of Education recognizes the need to facilitate local staff development programs, therefore, the purpose of this document is to communicate an organizational framework through which the multiplicity of efforts can be coordinated and a statewide system for meeting staff development needs can be established and maintained.

Inherent in a systematic approach to staff development programming is the notion of 1) coordination of existing resources, 2) collaboration among the various individuals and agencies concerned with the education of teachers and children, 3) development of inservice planning models which will allow for local assessment of educator needs, 4) local planning of inservice activities, and 5) local delivery of programs.

RESPONSIBILITY OF THE MICHIGAN DEPARTMENT OF EDUCATION

The State Plan for School Staff Development in Michigan describes the annual process of the Department to link the state and federal categorical programs to locally identified needs and to disseminate within and without the agency information on staff development programs sponsored by the various programs and service areas within the Department. The responsibilities of the Department relative to the planning process are:

1. Identification of funding levels of state and federal programs with inservice components.

2. Coordination and explication of inservice planning relative to the use of categorical funding.

3. Development of professional staff development planning models which include needs assessment, program planning and evaluation procedures.

4. Materials development and training of training workshops.

5. Technical assistance and dissemination to colleges and universities, intermediate and local school districts relative to state and local identified needs, model programs, Teacher Corps and Teacher Center Program.

The role of the Department is one of coordinating, brokering, networking, and disseminating to impact on the development of staff development planning models for local educators.

The Department of Education staff working with staff development activities use an eight step planning process drawn from the definition and from the experiences of educators throughout the state.

PLANNING PROCESS FOR STAFF DEVELOPMENT RELATED TO STUDENT NEED

Staff development programs which are not directly related to student needs might begin planning at step #4 with the identification of school staff needs.

1. Specifying expectations - for student learning.
2. Determining any variances between expectations and achievements.
3. Analyzing whether students' unmet needs could be better met through provision of a professional development program for staff.
4. Identifying the related professional development needs of teachers and other school staff.
5. Compiling information on possible models and procedures available to meet those needs.
6. Matching staff development activities to the most available models in terms of (a) staff needs, (b) available resources, and (c) student outcomes; or concluding that there is no match, and proceeding to develop an appropriate activity.
7. Providing incentives for adopting or adapting the models or procedures locally.
8. Establishing an evaluation mechanism to determine the effectiveness of the professional development activity in meeting staff and/or student needs.

This eight step process is advocated by Department staff and used in Department administered programs.

IV. MICHIGAN'S LOCAL STAFF DEVELOPMENT CENTERS

In the fall of 1978, a special study was conducted at the request of the Michigan Legislature. The purpose of the study was to determine the most effective approach to statewide staff development center programs. The study was completed with input of an Advisory Group representing the various agencies and organizations involved with the Michigan educational system. This section describes a procedure by which local staff development centers can be developed, delineates the responsibilities of fiscal agents, policy boards and advisory councils, and lists responsibilities for the State Board for program administration and coordination.

1. Eligible Recipients

   a. A local school district with a minimum of 750 professional personnel.

   b. A consortium of local school districts with a combined enrollment of a minumum of 750 professional personnel. The staff of intermediate school districts may participate in consortia with local school districts.

   c. An intermediate school district may be the fiscal agent for a consortium of school districts.

2. Funding Criteria

   a. Funding for local staff development center programs in Michigan should be based on an entitlement program based on professional personnel enrollment.

   b. Funding should allow non-duplicatory combinations of funds from local, state, and federal sources.

3. Policy Board

   A policy board is to be established for each local staff development center. The board has the following responsibilities and authority:

   a. Policy formulation.

   b. Identification of staff development needs.

   c. Approval of programs.

   d. Establishment of goals and objectives.

   e. Provide direction to center staff.

f. Recommendation to fiscal agent for appointment and dismissal of center staff. Dismissal shall always follow due process.

g. Development of an annual program structure.

   (1) Provide a staff development program for teachers, administrators and other school support staff.

   (2) Provide for the preparation and production of materials necessary for staff development programs.

   (3) Conduct an inventory of staff development needs.

   (4) Initiate programs designed for the staff development of teachers, administrators, and other school support staff of participating school districts.

   (5) Enter into agreements for the provision of staff development programs.

   (6) Obtain services of consultants and other resource persons as appropriate.

4. Role of the Office of Professional Development

The Office of Professional Development within the Michigan Department of Education will have the responsibility to recommend staff development programs to strengthen both agency and field response to the needs of Michigan educators.

Specifically the Office will:

a. Provide technical assistance and coordination to local and state staff development center policy boards.

b. Coordinate department activities relating to staff development.

c. Certify local staff development center programs with concurrence of the State Board of Education after presentation of a satisfactory plan having the following components:

   (1) An acceptable Policy Board.

   (2) An acceptable fiscal agent.

   (3) Program for adequate and specific needs assessment.

   (4) Program for the use of needs assessment data in program planning.

(5) Program for the development and monitoring of a budget.

(6) Program for the coordination of funds provided from various sources.

(7) An acceptable proposal for program evaluation.

d. Monitor the activities of staff development centers.

e. Fulfill responsibilities specified under the federal Teacher Corps and Teacher Center legislation.

f. Coordinate provisions of the statute with provisions of other federal acts to avoid duplication of programs and services.

g. Conduct evaluation activities utilizing State Level Advisory Council recommendations to the State Board of Education.

h. Compile statewide needs assessment data based on local needs assessment.

i. Assume responsibility for communication and coordination among local staff development centers.

j. Monitor local staff development center programs for assurance that funds are supporting new programs and not supplanting existing programs.

k. Serve as department staff liaison to the State Advisory Council on Staff Development.

5. The Federal Teacher Centers Program

The Federal Teacher Centers Program (Section 532 of Title V-B of the Higher Education Amendment of 1976, P.L. 94-482) was funded for the first time in 1977-78. The federal program awards grants to local education agencies and institutions of higher education to operate teacher centers and to local education agencies to plan and operate centers. Funding for the federal centers should be complementary with state funding for staff development centers.

6. Evaluation of Staff Development Programs

Staff development programs should be evaluated approximately three years after inception of the program and be reevaluated five years after inception. The evaluation should include, but not be limited to, needs assessment, program design, program delivery, and administrative and governance structures, policies, and procedures.

V. MICHIGAN STATE STAFF DEVELOPMENT CENTERS

Michigan state staff development centers are designated by the State Board of Education as a resource and consultant unit to local staff development centers and local school districts. The establishment of an eventual network of a maximum of 25 centers can strengthen articulation between local needs and identification of resources in a central location.

Each local staff development center shall be represented on the state staff development policy board and shall have the option of accessing the resources of the state staff development center. The local staff development center will have autonomy in setting program goals and delineating center activities based on locally identified needs.

To be designated a state staff development center the following criteria must be met:

a) access to state library services;

b) established resource materials collection;

c) space and facility on site for group activities;

d) established information and materials dissemination capacity;

e) established service network larger than the geographic area of the fiscal agent.

Each center shall have a policy board consisting of a majority of teachers with the balance of the board to include representatives from local boards of education, each local staff development center policy board, administrators, at least one higher education representative, and other support personnel. The selection of policy board members for state centers is the same as that for local staff development centers.

A state staff development center plan shall include:

a) consultation service based on locally identified program needs;

b) identification of resources;

c) identification of goals and objectives of staff development program;

d) materials and program development;

e) identification of process for program evaluation;

f) identification of priorities based on local needs assessment.

VI. THE STATE PLANNING PROCESS

The State Plan for School Staff Development in Michigan relies on two basic assumptions. The first assumption is that local school staff should be involved in the planning process for staff development activities designed to meet their needs. The second assumption is that the state has a unique and specific role to play in facilitating quality inservice training and identifying areas of need. The goal, then, of the State Plan for School Staff Development is to describe clearly a comprehensive approach to staff development -- a comprehensive approach that will assist local districts in meeting staff needs and involve teachers in the planning process.

Staff development activities are a process for reaching a product. The product is local district staff who are, as a result of the process, continually prepared and updated with specific skills or knowledge needed to perform their role. The specific skills or knowledge needed by school staff are identified in two ways as described below.

Method #1

Each local staff development center is charged with assessing the needs of school staffs in the region it serves. This may be done through the use of a formal needs assessment instrument. The most common type of assessment instrument measures perceived needs of teachers and other staff. However, local districts are encouraged to assess needs beyond those that are felt or perceived by teachers., Student achievement data and school climate analysis can be utilized to set school program priorities for educational program improvement. Teacher needs relative to school program priorities can be determined through building level needs identification procedures (GESTALT). The Michigan Department of Education has prepared a special manual and inservice program (referred to as Project TEAM) to assist local staff in assessing their needs for professional development. At periodic intervals each local staff development center will submit a list of their priority needs to the Department of Education.

Method #2

Each service area and program component within the Department of Education with responsibility for the administration of categorical funds for professional staff development activities will also identify specific staff development activities for local school staffs. The skills and knowledge identified by each area (career education, bilingual education, etc.) will generally evolve from state legislation, state board policy or federal guidelines regarding a particular

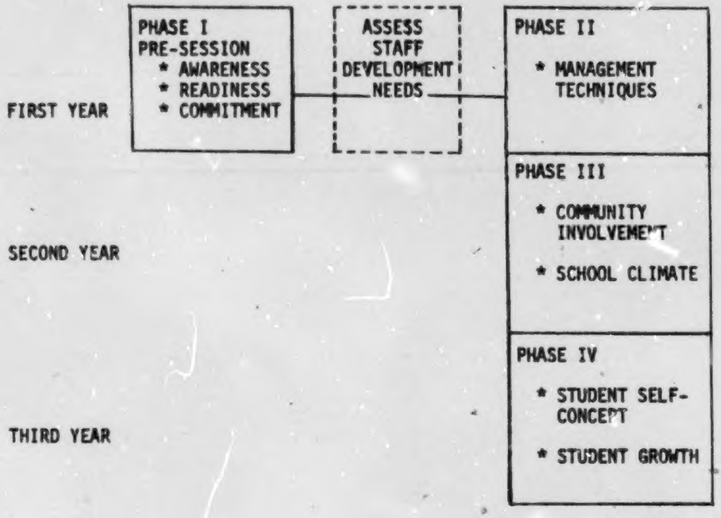
> program. For example, as a result of the 1976 (federal) Education Amendments, vocational education is now obligated to take steps to eliminate sex bias and sex role stereotyping in vocational programs. Since vocational programs are at the local level, it might be determined by the Vocational-Technical Education Service of the Michigan Department of Education that teachers and other staff should have training to help them identify sex bias in their programs and materials and to obtain the skills necessary to modify programs and materials so that they become sex-fair. There are similar examples which could be cited for each of the service areas and program components within the Department of Education.

It is the responsibility of each department unit to analyze and prioritize the needs identified in *Method #1 and #2* and determine the best relationships. Each service area and program component will design a staff development plan of action which will delineate clearly those inservice programs to be developed and/or supported by that unit. Plans of action will be updated or revised annually.

In summary then, the process for state planning to respond to locally identified needs includes:

1. A compilation of identified needs from the local staff development centers;
2. An identification of needs by Michigan Department of Education service areas and program components;
3. The establishment of priorities by service areas and program components utilizing input from one and two above;
4. A plan of action based on the priorities, developed by each service area or program component;
5. A communication from the Office of Professional Development to local and state staff development centers showing priorities established by service areas and program components.

Comprehensive staff development programs supported by the Department of Education should be consistent with the State Model for Staff Development. That model as presently designed incorporates the following components:


FIRST YEAR
SECOND YEAR
THIRD YEAR
PHASE I
PRE-SESSION
* AWARENESS
* READINESS
* COMMITMENT
ASSESS STAFF DEVELOPMENT NEEDS
PHASE II
* MANAGEMENT TECHNIQUES
PHASE III
* COMMUNITY INVOLVEMENT
* SCHOOL CLIMATE
PHASE IV
* STUDENT SELF-CONCEPT
* STUDENT GROWTH

Each Michigan Department of Education service area and program component has the responsibility for building into each phase of the staff development program the skills and knowledge which have been identified as a need. In other words, rather than taking a generic approach, the four phases of the staff development program become content specific as appropriately related to the group of educators involved. For example, let's assume the Special Education Service has determined that it is essential that teachers have the skills and knowledge required to mainstream handicapped students. In this instance, Phase I would be designed to identify the following: (1) why teachers need to be aware of handicapped students and the methods and procedures for mainstreaming them; (2) why they need to be ready to acquire the skills needed for mainstreaming; (3) why commitment to actually using the skills learned is important to both the teacher and the handicapped student.

Phase II of the model is designed to specifically address classroom management skills and techniques. In the Special Education example cited earlier, these management skills and techniques would be those needed by staff for placing handicapped students in the least restrictive environment.

Phase III is directed toward developing the skills and knowledge staff need to involve the community and gain its support. At the same time this phase would also concentrate on enabling staff to positively influence the climate within the school. To follow the example through this phase, the staff would develop skills needed to gain community support in dealing with handicapped students in their school and to promote acceptance and participation of handicapped students within the school.

During the last phase, Phase IV, the staff development program focuses on assisting teachers and other staff in developing the skills they need to help improve student self-concept. This phase will also measure student achievement based upon previously identified expectations.

In summary, then, the final result or product brought about by the comprehensive staff development program in this example should be:

1. A staff that is aware, ready and committed to carrying out their role in the mainstreaming of handicapped students.

2. A staff that has the necessary classroom management techniques and skills to deal with the handicapped student in the regular classroom.

3. A staff that has the skills to develop community support for the handicapped in the public schools.

   A staff that has the skills to create a positive school climate regarding the handicapped.

   A supportive community and a positive school climate.

4. A staff that has the skills to help a handicapped student improve his/her self-concept.

   Handicapped students with improved self-concepts.

   A staff that has the skills to improve the learning and performance of the handicapped student.

   Improved learning and performance of the handicapped student.

It is the intent of the State Plan for Staff Development to directly link the process to a product. The example shared previously clarifies that linkage.

VII. OBJECTIVES AND ACTIVITIES 1979-80

The State Plan activities are grouped under the following four objectives:

1. Design and implement a structure that will (a) coordinate the various staff development programs and activities within the Department; and (b) provide a communication network among MDE staff responsible for administration of staff development programs and activities.

2. Design and implement an organizational structure that will provide linkages between the various field-based staff development efforts and between the field-based efforts and the Michigan Department of Education.

3. Provide the opportunity for and encourage the intimate involvement of local and intermediate school district and institution of higher education personnel in the state-supported staff development process.

4. Develop an evaluation procedure to determine the effectiveness of regional staff development programs and whether the State Plan for School Staff Development has been effective and disseminate the results of the evaluation.

Each objective is even more finitely reduced to specific activities to be completed in order to accomplish that objective. The agency responsible for each activity is identified as well as the timeline for completion and the expected outcome(s) for each activity. It is hoped that through the identification of the agency responsible for each activity, educators will begin to see the role of each agency in a comprehensive approach to staff development.

Objective 1

Design and implement a structure that will (1) coordinate the various staff development programs and activities within the Department; and (2) provide a communication network among MDE staff responsible for administration of staff development programs and activities.

COMMENTS: The Office of Professional Development will serve as the basis for this organizational structure.

Activity	Agency	Completion Date	Outcome
1. Staff and operate a formal Office of Professional Development for the entire MDE.	Superintendent/ Board of Education	Continuous	A central unit for coordinating MDE Staff Development activities and providing leadership.
2. Communicate regularly with all service areas within the Department conducting staff development activities.	Office of Professional Development	Continuous	Increased awareness and improved cooperation among service areas.
3. Allocate an agreed upon percentage of time for one staff member from each of seven service areas for the purpose of assisting in the operation of the Office of Professional Development.	MDE Service Areas	Continuous	Improved communication and linkages within MDE.
4. Identify monies from each service area for support of staff development activities in coordination with the Office of Professional Development.	MDE Service Areas	Oct. 1, 1979	Fiscal support for meeting needs identified by more than one service area. Reduction in duplication of effort.

Objective 1 (cont'd)

Activity	Agency	Completion Date	Outcome
5. Develop guidelines for service area linkage to out-state staff development activities and agencies (i.e., Regional Councils, Professional Development Centers, CEPDs, REMCs, etc.)	Office of Professional Development	December 1, 1979	Linkage to out-state activities and agencies will become institutionalized as service areas plan and conduct staff development activities.
6. Submit all plans for staff development activities to the Office of Professional Development for review prior to submission to the State Board of Education.	MDE Service Areas	Continuous	Increased Department awareness and understanding of staff development activities conducted by service areas.
7. Analyze teacher center and other state and federal legislation relating to professional or staff development.	Office of Professional Development/MDE Service Areas	Continuous	Written analysis of staff development legislation. Awareness and understanding of state and federally supported staff development.
8. Prepare a document identifying categorical inservice programs available through MDE service areas.	Office of Professional Development	August 30, 1979	Local districts aware of staff development activities conducted by each service area. Improved communication among service areas.

Objective 2

Design and implement an organizational structure that will provide linkages among the various field-based staff development efforts and between the field-based efforts and the Michigan Department of Education.

COMMENTS: The Office of Professional Development will serve as the basis for this organizational structure.

Activity	Agency	Completion Date	Outcome
1. Continue technical assistance to Regional Councils and Policy Boards.	Office of Professional Development/Local Districts	Continuous	More districts capable of increasing awareness of staff development and improving coordination of activities at the local level.
2. Assess the staff development needs of school staffs and report such findings to the MDE.	Local staff development center policy boards	Dec. 15, 1979	Statewide data available on the needs of school staffs.
3. Utilize statewide reported data on needs of school staffs when planning and facilitating new staff development programs and activities.	Office of Professional Development/MDE Service Areas & Program Components	March 1, 1980	Concrete data to assist service areas in responding to needs of school staffs.
4. Serve as regional networks for providing information to school districts and individual buildings regarding validated practices that can help school staffs improve services to children, youth, and adults.	State staff development centers, local staff development centers	Continuous	Increased awareness and utilization of programs that are effective in developing skills of school staffs.

Objective 2 (cont'd)

Activity	Agency	Completion Date	Outcome
5. Identify human and material resources	All agencies	Continuous	Local staff awareness and access to resources.
6. Encourage and assist Teacher Corps directors to link activities to those of the state and local staff development centers.	Office of Professional Development	Continuous	Strengths of Teacher Corps programs shared.
7. Encourage CEPD staff to link their efforts to state and local staff development center policy boards.	VTES/Career Education Office	Continuous	Improved coordination and communication. Reduction in duplication.
8. Encourage REMC's to maintain communication with Regional Councils and center policy boards to share information and publications.	Office of Professional Development	Continuous	Increased utilization of REMC services.
9. Maintain communication with institutions of higher education regarding MDE sponsored staff development activities.	Office of Professional Development/MDE Service Areas	Continuous	Awareness and understanding on the part of higher education regarding state sponsored staff development.

Objective 2 (cont'd)

Activity	Agency	Completion Date	Outcome
10. Seek expertise and input from IHE personnel regarding solutions to staff development problems.	All agencies	Continuous	Inclusion of IHE personnel in comprehensive staff development system.
11. Encourage IHE personnel to continually revise preservice curriculum to reflect changes in the educational system.	Office of Professional Development/ MDE Service Areas	Continuous	New teachers prepared with updated knowledge and skills.
12. Provide IHE's with statewide reported data on needs of local school staffs as identified by local and state center policy boards.	Office of Professional Development	February, 1980	Knowledge on the part of IHE personnel of local staff development needs for impact on preservice and inservice programs.
13. Encourage teacher educators to cooperate in conducting staff development activities.	Office of Professional Development	Continuous	Direct involvement of teacher educators in local level staff development activities.
14. Communicate regularly with the State Board of Education appointed staff Development Advisory Council and seek their input regarding staff development approaches and procedures.	Office of Professional Development	Report regularly at meetings	Understanding and awareness on the part of the advisory council regarding MDE efforts, advice and knowledge to MDE professional development staff for decision making.

Objective 2 (cont'd)

Activity	Agency	Completion Date	Outcome
15. Develop guidelines that encourage linkages to state-supported staff development activities in federal project proposals submitted to the USOE by local and regional agencies.	Local School Districts Intermediate School Districts	Continuous	All staff development activities linked to State comprehensive system.

Objective 3

Provide the opportunity for and encourage the involvement of local and intermediate school districts and institutions of higher education personnel in the state-supported staff development process.

Activity	Agency	Completion Date	Outcome
1. Explore all available resources to meet staff development needs.	Local District Personnel	Continuous	Individual educator needs met.
2. Respond to locally identified staff development needs.	Institutions of Higher Education/ Staff Development Centers/MDE	Continuous	Local needs met.
3. Develop a brochure explicitly describing to individual educators the various avenues open to him/her for meeting his/her staff development needs.	Office of Professional Development	March 30, 1980	A brochure for teachers and other educators concerned with staff development.
4. Encourage each institution of higher education to prepare a doucment which describes the various fields of expertise of its staff members for staff development activities.	Office of Professional Development	August 1, 1979	A concise document identifying IHE resources available.

Objective 4

Develop an evaluation procedure to determine the effectiveness of staff development programs and whether the State Plan for School Staff Development has been effective and disseminate the results of the evaluation.

COMMENTS: The evaluation committee should be composed of teachers, administrators, teacher educators and state staff.

Activity	Agency	Completion Date	Outcome
1. Develop a design for evaluation of staff development programs.	Local Staff Development Policy Boards/ Office of Professional Development	March 1, 1980	Evaluation design.
2. Implement evaluation at three and five year intervals.	Office of Professional Development/ Local Districts/ Policy Boards	Continuous	Data for determining effectiveness of staff development programs.
3. Collect appropriate data as each of the activities of the State Plan are initiated and carried out.	Office of Professional Development/ Regional Policy Boards and Councils/MDE Service Areas/ Professional Development Centers	Continuous	Evaluative data.

Objective 4 (cont'd)

Activity	Agency	Completion Date	Outcome
4. Establish an evaluation committee to review the data and determine the effectiveness of the State Plan for Staff Development.	Superintendent	June 1, 1980	State Plan evaluation committee.
5. Make recommendations for revisions in the State Plan.	Evaluation Committee	July 30, 1980	Recommendations for revision of State Plan.
6. Prepare a report describing the strengths and weaknesses of the State Plan and the recommendations for revision and disseminate.	Office of Professional Development	October 1, 1980	An evaluative report.

STATEMENT OF ESTHER HEUSNER, DIRECTOR OF CURRICULUM, LIVONIA PUBLIC SCHOOL DISTRICT

Ms. HEUSNER. I'm Esther Heusner, I'm the director of curriculum for the Livonia Public Schools. I am here as a representative of Livonia and also as one of the districts that make up the Northwest Staff Development Consortium.

I would like to tell you how our district first became interested in the study of the teacher center movement in September of 1975. There were a number of existing or emerging conditions with which we found ourselves to be dealing with. As has already been noted, our enrollment was declining and that was projected to continue for a number of years. We had bargaining agreements with both our teachers and our administrators which called for the layoff of the least senior members when the staff cutbacks were made. This produced a very mature staff, becoming more mature with each year's cut; and the need to maintain their vitality was crucial.

We found there was a growing reluctance on the part of teacher organizations to accept student teachers for their preservice training. This cut off a line of new ideas.

Costs were continuing to escalate and funding was not keeping pace.

Colleges of education were at that time still viewing their role as being concerned with preservice rather than inservice, and the monitoring of their enrollment was by credit and degree programs and large percentages of our staff had already obtained graduate degrees.

Another factor was that teacher organizations, both AFT and NEA, were actively pursuing Federal legislation which would make teacher centers a reality. And, I guess we didn't want to be left out of it. So, as we viewed the literature from teacher centers that were operational in Great Britain and in this country, there were certain givens that emerged for their successful operation. Those were that teachers and administrators would have to be jointly involved in the policy and decisionmaking for the center; that additional funds would be necessary; the services offered must be responsive to the real needs of the constituents; and that the center would be both a place to which teachers could come and an outreach to the schools in which they worked.

Concurrent to our study, position papers were beginning to emerge at both State and Federal levels indicating that guidelines for funding might well favor consortium efforts. Further, we were aware that many of the school districts surrounding us were experiencing difficulties similar to ours. Dr. George G. Garver, superintendent in Livonia, invited the intermediate school district representatives and superintendents of the six other districts which make up our special education catchment area to meet with us to discuss the advisability of forming a consortium for staff development. He indicated that the president of our teacher organization would be in attendance and strongly urged that their counterparts from the other six districts be included, and they were. Thus was born the Northwest Staff Development Consortium. We would not pretend to suggest that it occurred without a great deal of careful nurturing by both the administrators and the teachers involved. All of the issues that you might imagine to be related to governance, power, financing, had to be addressed. Fortunately we had a group of people who saw the end result as worthy of the effort and were able to make it happen.

From the very beginning this consortium knew it would be difficult to maintain sufficient funding from the local districts and began to look outside for funding sources. In our first year of operation, moneys did come from all the teacher organizations and from all boards of education, but they were minimal. Most of the services offered were actually organized and supervised by members of the policy board themselves, drawing upon the expertise of staff within seven districts. It is unlikely that we would have been able to continue functioning over a period of years in that mode; additional funding was imperative. We pursued foundation moneys, we submitted a proposal for funding to Dr. John Porter, the State Superintendent of Public Instruction; none of these activities was successful. We followed the progress that led to the Federal legislation and waited anxiously for the guidelines to become available. Our success in that latter effort is also history, but I might note too that we had some very tenuous moments along the way in that regard. The State was also developing program guidelines and at one point it appeared that our proposal might not get past that level. On a very short notice we assembled some 30 people to appear at the meeting of the State Board of Education to make known our concerns and they dealt with them favorably.

Other members of the Northwest policy board have already shared with you the actual operation of that staff development, and I won't go into that other than to say how pleased we are that in the first year of operation we have been delivering services that we feel have been very effective. I would prefer to share with you some of the things that I think a teacher consortium effort can do and some of the things that they should not be expected to do.

In terms of the things they can do, those people from the policy board have by and large touched upon the things that are in my testimony, so I will not read all of these again. There are a couple I would like to comment on, though.

I think that a very effective function for our policy board has been serving as a link between universities and the local school districts. They bridge a gap that has somehow been there for a while. I think, too, that they can offer some training in areas that would be generic to all school systems such as the basic skill areas and education of the gifted, guidance and counseling, and I think they can offer services in mandated programs. But here I would like to comment on an earlier question that you posed having to do with categorical funding and those flowing through a Teacher Center.

As I understand the teacher center concept, their clients come to them on a voluntary basis and in the case of programs that are categorical, the local districts are expected to implement them and in so doing they have a responsibility for inservice of all the teachers dealing with those programs, not just those who choose to get voluntary inservice. So, I would think it would be extremely difficult for the districts were the categorical funding for inservice to be given to some other agency that does not have the responsibility of program implementation.

Now, some of the things that I think a staff development center should not be expected to do would be those of supplanting the role of the university. As I said earlier, I see them as working cooperatively in both preservice and inservice programing and they provide opportunities for university staff to become involved with the real world in local school districts.

It should be expected that universities will continue to have the major responsibility in the preservice education and certification of teachers, and a continued role in inservice with particular responsibility for indepth study in the discipline themselves.

I think the center should never be expected to provide evaluations which will be used in determing a teacher's effectiveness or whether they should continue to be employed.

Just as they do not supplant the role of university, neither do they supplant the role of a local school district. This is particularly true in consortium ventures. While they can be most effective in assisting with the implementation of curricium, I think they should not be about the business of its overall development. What shall be taught continues to be the responsibility of local boards of education. It would be our expectation that teachers and administrators within the local units would be involved in making recommendations for curriculum changes to the superintendent through the channels recognized within the district, not via staff development centers.

Our recommendations with regard to the future of staff development centers are as follows:

That we continue to support the staff development project to the degree possible. I would like to go back at this point and comment on something that Dr. Levis said earlier about staff development.

I think that it can never be considered just a Teacher Center; it must deal with inservice for all members of the profession, and administrators may be needed more than the rest. I think that, you need to recognize that based on our experience it's going to be very difficult for local districts to maintain the effort if the funding runs out. We in Michigan are glad that the State is looking towards funding; we think that that will be of great benefit to all school districts in this State.

While it was important that the legislature address the need for teachers to be included in decisionmaking by prescribing a majority of teachers on governance boards, we deem it highly unlikely for centers to function successfully if the decisions are ever reached just by a majority of teachers or by majority of the administrators. Just as the Rand Corporation found that innovations took root in those districts where teachers were most involved in their development and implementation, there exists a body of research which identifies the principal as the most influential change agent within a given building. Teachers and administrators must work together toward a common goal if they are to be successful.

I think that the opportunity should be extended for all groups to become involved in a staff development center, but it should not be a mandate. Further, there are varieties of needs among districts and consortiums, and varieties of models of centers for meeting those needs. No one model should ever be identified as the ideal.

We are concerned about evaluation and we expect that funded programs are going to have provisions for that. The place we usually look to see if a program is working well is at student performance on paper-and-pencil tests. Certainly one of our ultimate goals for staff development ventures is that improved teachers' skills will lead to improved learning on the part of students. To demonstrate that with test scores would take an overtime investment and a concentration of effort in a particular setting, as was said earlier. We support an effort in that direction but recommend that it not be the only evaluation of the effectiveness of the staff development program. We think there are other kinds of "soft" data which can be collected to demonstrate its value. That can be numbers served; staff evaluation of effectiveness; variety and balance of programs and service; requests for service; relationship to other institutions involved.

I think, too, that it will continue to be important for local districts to be able to submit proposals for moneys to develop program and address needs which exist within an individual district exclusive of a staff development center.

I want to thank you, Representative Ford, and this committee for the opportunity to share our views on this topic of mutual interest.

Mr. **Ford**. Thank you very much.

STATEMENT OF DR. JOHN MULHERN, DEAN OF EDUCATION, EASTERN MICHIGAN UNIVERSITY

Mr. **Mulhern**. Mr. Ford and members of the committee, my name is John Mulhern and I am the dean of the college of education of Eastern Michigan University.

As a prelude to my testimony this morning, I would like to take a few minutes to trace my professional involvement with onsite professional development for teachers. During the spring of 1969, I received a $25,000 grant from the New York State Department of Education to develop a new training strategy for urban teachers. Of particular interest to us today was the emphasis in that grant on the development of a collaborative model. A policy board was established with membership from the district administration, district education association, the college and community/parent groups. The board established a policy that required a consensus in all decision-making and it worked successfully. Early in this program it became evident that if the contribution of the classroom teacher to the training of preservice teachers was to be maximized, the classroom teacher needed to develop new skills for their work with the teachers-in-training. Consequently the professional development of inservice teachers began at their request under the jurisdiction of a policy board where they held a veto. This program along with a Teacher Corps program under my supervision between 1969, and in 1976 constituted a significant source of information for the State of New York and National Teacher Corps in the development of their prototypes for collaborative, onsite teacher professional development models.

In 1973, I began a year-long study of teacher centers in England and conducted an onsite evaluation of the effectiveness of a developmental teacher center housed at Trinity College-Dublin. I can draw several conclusions from my work that year which are still valid:

First of all, the English teacher centers peaked in numbers and importance during 1973. Even the most effective ones have been unable to retain their original role against the demand for cost efficiency.

Second, teacher centers which were teacher-controlled and operated in isolation from the local school authority were the least effective and contributed very little to teachers' professional development.

Third, teacher centers which were the cooperative undertaking of the local districts, the teacher unions and the colleges of education were the most effective according to the center directors, in meeting the needs of teachers and districts.

I have written and delivered a number of presentations on the subject of collaboration in professional development. It is an area of great professional interest to me as a teacher educator and I have spent a great deal of time attempting to reconcile the professional needs of teachers in the field and the resources available in colleges of education that can help meet those needs.

During the past year I have had the good fortune to be administratively responsible for a professional development program in five southeastern Michigan school districts (Taylor, Inkster, Wayne-Westland, Ypsilanti, and Madison Heights). This program was authorized by the Michigan Legislature as part of the Eastern Michigan University budget. This legislative authorization permitted the university to experiment in its relationships with school districts for the purposes of professional development. It is, to my knowledge, the only program in this country whereby an institution of higher education has fully funded professional staff development of public school teachers with its general fund moneys. In order to implement the program, the university organized a policy board consisting of district administrators, teachers, intermediate school district officials, and university personnel. The board operates on a consensus model and again, each group represented on the board has in effect—a veto. Highlights of the program include:

1. A consortium arrangement that includes several school districts to insure a broad perspective and input.

2. An emphasis on professional development at the individual school building level. Each school is treated as an autonomous unit. The teachers in the building determine the program emphasis, the plan for meeting the identified need and the deployment of staff within the program.

3. Each program is funded by the university with passthrough funds.

4. The program in each building is coordinated by a district or university staff member whose primary role is that of a facilitator.

5. No new administrative units or administrators have been created.

6. The results of the first year, which are just now being collected, are extremely positive. The program will be expanded to additional school sites in each of the five districts and to additional districts next year—depending upon the availability of funding.

7. Each building staff accepts the fact that professional development must result in improvements in student learning. These changes are to be measured over a 3-year period.

8. The consortium arrangement whereby the college of education has been cast into a partnership role with public education has resulted in a reemergence of a traditional leadership role for the college.

This program has adapted many of the essential features of the Federal teacher center and Teacher Corps legislation but there are two notable accomplishments that are still to be attained by either program. First, the college of education has assigned its regular staff to work in the schools as consultants, classroom assistants and workshop leaders. These activities, which do not generate student credit hours are fully funded by the University through the use of its general fund money.

Second, college of education personnel have been called upon to facilitate and coordinate professional development activities within the public schools. This responsibility is typically undertaken by public school personnel only.

Although this program has been extremely successful during its first year, it does not meet the guidelines for funding under the State of Michigan guidelines for professional development or the Federal guidelines for Teacher Corps and Teachers Centers. Consequently the university must assume the full cost of the program in order to meet local needs as they are perecived by university and school district personnel at the local level.

State guidelines have a tendency to reflect Federal guidelines and it is important to consider this fact very carefully. If the Federal guidelines encourage creative solutions to local needs at the local level, State guidelines will also promote creative solutions at the local level. If the Federal guidelines promote a limited number of set solutions funded by the Federal legislation, State guideliness will also promote a limited number of set solutions which reflect the Federal legislation.

The higher education legislation can be extremely helpful during this critical period for colleges of education because it will significantly influence the options that are to be open to higher education. Therefore it is important that through this legislation, diversity and creativity in program development at the local level be promoted; and that colleges of education be encouraged to reallocate current resources from teacher preparation to professional staff development.

I urge you to consider the following points as you prepare the legislation:

1. That a significant partnership arrangement, which includes one or more higher education institutions, be required for all federally funded projects under this title.

2. That higher education institutions be encouraged to absorb without reimbursement, faculty costs related to professional development activities funded under this title.

3. That some provision be incorporated into the legislation that precludes the use of any funds under this title for program administration.

4. That each State be required to develop a comprehensive plan for professional development which incorporates an equivalency formula whereby public higher education institutions may report faculty involvement in cooperative staff development programs in terms of student credit hours for purposes of State funding.

5. That the wording of the legislation be such that it encourages each State to promote local solutions to the professional needs of teachers.

6. That a portion of the Federal funds to be allocated under this title be used for a State entitlement program as contrasted to funding a limited number of selected programs. In this way all teachers in all States will benefit rather than the limited number which are reached under the current legislation.

Thank you for your attention this afternoon and I appreciate the opportunity to make this statement at this point.

STATEMENT OF ROLLIE HOPGOOD, PRESIDENT, TAYLOR FEDERATION OF TEACHERS

Mr. Hopgood. Congressman Ford, members of the committee, my name is Rollie Hopgood. I'm the president of the Taylor Federation of Teachers. The presentation that I'm going to present was initially going to be made by Geneva Hoover who had to leave early this morning, so I'm going to be reading the words that she, as an administrator, was going to be projecting. The patterns of the speech and so on will not be identical to my normal method of delivery. I'd like to point out one thing; as the president of the Taylor Federation of Teachers, I am also the chairperson of the policy board.

We recently negotiated a 3-year contract. One of the numbers that keeps coming up is the fact of the aging of the faculties of the local school districts. In September of 1981, projecting the present faculty of the Taylor School District, 92½ percent will be at the maximum of the salary schedule. Maybe we're getting older quicker than other school districts or whatever, but that is one of my concerns as the president of the Taylor Federation of Teachers, and that is why I actively participate in the policy board situation.

And now I'll proceed with the written document.

Congressman William D. Ford, members of the committee, staff members; we wish to thank you for this opportunity to relate our experience and make recommendations regarding staff development.

We have provided you with a packet of materials that will furnish some detail description of our program and experience in Taylor.

Taylor has had a staff development program for 5 years. During these 5 years, trial and error have proved to us that local unit planning is the most effective and lasting approach to staff development. We will describe our program and highlight other evidence that supports our contention that funding is most effective when it is directed to local staff.

Dr. Wendell Hough has provided us with a list of nine basic assumptions which have been the foundation of our process. These assumptions have guided our program development and articulated, in detail, the two concepts that have grown from our years of experience with teachers. First, the people who are going to be responsible for implementing the change process must have a voice in planning. Second, the building or department level is the largest single unit that can respond to effective change.

The Taylor staff development program is governed by a 20-member district policy board, which represents the community as well as the spectrum of district personnel and resource agencies. Its membership consists of 51 percent classroom teachers. We meet once each month to review programs and policies. Twelve schools are currently involved in the program. By the way, they are all title I schools with the exception of the one coming through Eastern Michigan University.

Each building has its own planning committee which includes the principal, elected teachers, parent representatives and appropriate resource personnel. The Taylor staff development personnel are currently housed in two empty classrooms which serve as office space and a meeting area. The staff consists of a director, three facilitators, a secretary, and a teacher aide. The staff development department personnel serve as organizers and facilitators on both the district and building level committees.

We work with agencies and groups in coordinating resources to the building level staffs. These 22 agencies illustrate the vast wealth of resources currently available and being utilized by the Taylor program, and I won't read that list.

We believe existing agencies and resources need to be utilized and restructured where necessary to meet current needs as expressed at the local building level. We should not waste money and effort by creating unneeded layers of bureaucracy. We should design funding formulas to encourage service to the local districts based on locally identified needs and requests.

We moved from the "center" approach to the current model which emphasizes a built-in, ongoing process at the building or department level because it was obvious that workshops and "show and tell" techniques did not produce meaningful change.

The current model allows each school to select its own priority goal through a rigid needs assessment at the building level. The teachers elect teacher representatives to serve on the building planning committee and write their "blueprint" for achieving that goal.

The proposal is approved first by the local building or department staff then by the district's policy board and finally by the fiscal agent.

Program implementation and development are well structured, and regular meetings are conducted to communicate and evaluate progress.

Reassessment occurs where closure is reached on the proposal and the entire process continues.

This process design should work with any group at any level in dealing with locally perceived needs. As it becomes institutionalized as an ongoing instrument for change, local leadership is developed through experience, simply by using the process. The building planning committee develops into a leadership team. This local base of leadership training imbeds itself in the school and makes it possible for staffs to deal with their needs as they occur rather than waiting for someone to hand them a packaged deal that may not apply.

We work with individual approaches to staff development as time and money permit. We also participate in planning and coordinating special workshops and seminars based on district needs and requests.

Let me highlight something there. That is one of the areas that I also, as president of the union, have been involved directly in, and that is the individual process. And, we have had a number of cases where we have teachers who for some reason or another have stopped teaching. They're there; they come in everyday, but they don't participate anymore as we once knew them; as excellent teachers. They have stagnated.

Something was necessary to change that process. Through our inservice we've been able to do that in a couple of cases. We are p[illegible]gressing as individual cases come up.

It is probably different for you to hear a president talking about changing teachers that way and not the admi[illegible]tration saying that, but it is something that our union has recogniz[illegible] a need for and we are proceeding through this program.

However, we are inhibited in expanding bey[illegible]d current levels of involvement in all areas due to limited funding sources.

The principles which have guided us in developing our program, are evident in other successful programs. Current thinking and research further endorses the local level approach to program development. Genny served on the statewide committee that worked with a private agency in developing recommendations for State funding of staff development. The committee made recommendations which are highly supportative of local approaches to staff development, and our policy board supports those recommendations.

You may be familiar with California's "school improvement program" which is basically the same as the "Taylor process model". It has also met with encouraging success.

Eastern Michigan University received funding through the efforts of State Representative Gary Owen, and the university has adopted the "Taylor model" successfully in other school districts in Michigan.

The U.S. Office of Education awarded a contract to the Rand Corp. in 1978 to study a national sample of educational innovations funded by Federal programs. This 4-year study aimed to help improve Federal change agent policies.

The study cited effective implementation strategies as:

1. Concrete, teacher-specific, and ongoing training;
2. Classroom assistance from project or district staff;
3. Observations of the project in other classrooms or districts;
4. Regular project meetings;
5. Teacher participation in project decisions;
6. Local material development; and
7. Principal participation in training.

The study further summarized implications for Federal policy:

1. Educational performance could be improved if more attention were paid to all stages of the local change process.

2. Educational performance could be improved with adaptive implementation assistance.

3. Educational performance could be improved if the capacity of local school districts to manage change were enhanced.

The Rand study supports the concepts and principles underlying the local staff involvement and decisionmaking approach to staff development. Outside intervention is important, too, but at the request and in cooperation with the local group involved in the process.

We hope you will consider these concepts and principles as you deal with the reauthorization of the Higher Education Act.

Thank you again for extending to us the courtesy of appearing before your committee, and we can assure you that we are always available for any questions you might have. Or if any of the committee members or the staff people would have an inclination to view our program, we would look to you for constructive criticism and assistance.

Mr. Ford. Mr. Hopgood, I want to thank you, and it's a great pleasure to see an old and close friend here not only in comparative years, but a longtime friend in a business capacity. And, I know of your commitment to education and your professionalism in the field.

I had handed to me by minority counsel the regulations covering teacher centers. It's from the Federal Register, vol. 43, No. 7, from January 11, 1978. It starts at the top of page 1762 and goes through page 1782. However, I'm forced to note that we wrote the act with exactly 15 relatively short paragraphs, and the Office of Education has expanded those 15 paragraphs into 21 pages of regulations. We don't have the Michigan Administrative Rules, but I would ask that if someone here can furnish a copy of the Michigan rules which followed this, so that they can be placed in the record at this point, I would place both sets of regulations back to back in the record so that people reading this record can make reference to the matters that have been raised today that are covered by regulations and in some instances not even hinted at in the legislation. It makes it a little easier to understand where it is we have to look for solutions of problems that are articulated.

[Information referred to follows:]

STATE BOARD OF EDUCATION

MEMORANDUM

DATE February 27, 1978

TO: Mrs. Carol Lewis

FROM: John W. Porter, Chairman

SUBJECT: State Board of Education Action on Approval of State Criteria for Reviewing Applications for Federally Funded Teacher Centers

Following is an abstract of the minutes of the State Board of Education meeting of February 21, 1978 :

The following modifications were made in the criteria in light of the adoption of the policy on eligible agencies to be designated as professional development centers:

a. Page 1, paragraph 3: "Pursuant to State Board of Education policy, the only local education agencies which can apply for federal teacher centers funding are intermediate school districts, A CONSORTIUM OF INTERMEDIATE SCHOOL DISTRICTS, A FIRST, SECOND OR THIRD CLASS SCHOOL DISTRICT WITH A STAFF OF 750, OR A CONSORTIUM OF LOCAL SCHOOL DISTRICTS WITH A COMBINED STAFF OF 750. ~~Each Michigan applicant, whether an intermediate school district, consortium of intermediate school districts, or institution of higher education, must designate a center service area coterminous to a State Board of Education approved educational planning district or districts.~~

b. State Evaluation Criteria for Federal Teacher Centers Program - Part II. This is designed to interrelate the existing state funded centers with the federally funded centers. Part II does not have to be filled out by every applicant, but only those applicants that fall within the Upper Peninsula, City of Detroit, Wayne County, Kent County, five counties comprising Region 12, and counties that comprise Region 5, and the counties comprising Region 6.

c. Part II, page 3, item 1. The reference to State Board of Education approved educational planning district reference will be changed.

d. Language will be added to Part II that specified those areas of the state that are currently funded in 1977-78 for planning or operation of a center.

Mrs. Mason moved, seconded by Mr. Stockmeyer, that the State Board of Education approve the state criteria for reviewing applications for federally funded teacher centers for the fiscal year 1978-79.

Ayes: Dumouchelle, Henry, Mason, Miller, Salas, Stockmeyer, Vandette, Watanen

The motion carried.

ATTACHMENT A

THE FEDERAL TEACHER CENTERS PROGRAM

A new federal program, the Teacher Centers Program, (Section 532 of Title V-B of the Higher Education Amendment of 1976, P. L. 94-482) has been funded for the first time in 1977-78. This federal program will award grants to local education agencies and institutions of higher education to operate teacher centers, and to local education agencies to plan centers. It is the intent of the State to provide a mechanism for the State's recommendation of funding for federal teacher centers which will complement the State network of Professional Development Centers.

State education agencies are required by federal statute to review, comment, and recommend to the United States Office of Education applications for federal teacher center funds . The Michigan Department of Education review process is designed to allow maximum impact, under the federal law, on the final selection of federally funded centers. The Office of Professional Development will prepare a team of readers, composed of 51% classroom teacher representatives, from both within and outside the Department, to conduct this review of applications. In order to provide a comprehensive review, and to coordinate the state and federally funded centers programs, multiple sets of criteria will be used in reviewing and screening applications for federal teacher center funding.

Pursuant to State Board of Education policy, local education agencies which can apply for federal teacher centers funding are: intermediate school districts, consortia of intermediate school districts, a first class school district, a second class school district, any Michigan school district with at least 750 certified personnel (based on the 1976-77 Professional Personnel Register), or a consortia of local school districts which together have a total of at least 750 certified personnel (based on the 1976-77 Professional Personnel Register).

Federal regulations for the federal teacher center program include evaluation criteria to be used in selecting grant recipients, and ideally, those federal evaluation criteria and the criteria used by the Michigan Department of Education in reviewing proposals for state-funded professional development centers would be identical. However, a number of areas of emphasis in the state program are not addressed in the evaluation criteria set forth by the United States Office of Education. In addition, no provision for interrelating state-funded centers programs already underway with the newly operational federal centers program has been set forth in the federal regulations. It is the intent of the State to add evaluation criteria to the Federal Evaluation Criteria to strengthen the state's effort to provide an eventual network of professional development centers for all educational workers.

Applications for federal teacher center funding submitted in the first funding cycle are due in the offices of the Michigan Department of Education on March 30, 1978. For this first funding cycle, the review process will consist of three phases, as described below. Review in future years may utilize different criteria, to be determined by the State Board of Education at that time. These three phases, and the criteria listed, apply to applications due on March 30, 1978.

FEDERAL EVALUATION CRITERIA

The initial review will utilize the 100-point criteria provided by the United States Office of Education federal regulations for the teacher centers program. An application, according to the federal regulations, must receive a minimum of 50 points based on these criteria to be considered for funding. In evaluating each application, these criteria from the Office of Education will be used:

(a) The extent of the teacher center policy board's authority and responsibility for supervision of the project (10 points).

(b) The potential of the proposed teacher center for increasing the effectiveness of the teachers served, in terms of the learning needs of their students (20 points).

(c) The soundness of the proposed plan of operation, including consideration of the extent to which--

   (1) The objectives of the proposed projects are sharply defined, clearly stated, and capable of being attained by the proposed procedures (10 points); and

   (2) The adequacy of provisions for reporting of the effectiveness of the project and dissemination of its results, and for determining the extent to which the objectives are accomplished (10 points).

(d) The appropriateness of size, scope, and duration of the project so as to secure productive results (5 points).

(e) The adequacy of qualifications and experience of personnel designated to carry out the proposed project (5 points).

(f) The adequacy of the facilities and resources (5 points).

(g) The reasonableness of estimated cost in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes (5 points).

(h) The potential of the teacher center to impact upon and improve the grantee's overall program of inservice training for teachers (15 points).

(i) The representativeness of the teacher center policy board under §194.4(b) (10 points).

(j) The extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources (5 points).

STATE EVALUATION CRITERIA FOR FEDERAL TEACHER CENTERS PROGRAM

Any application receiving more than 50 points in the initial review based on federal evaluation criteria will then be further screened by Department of Education readers using the State Board of Education adopted policies reflected in the two-part state criteria. All applicants must address Part I of the state criteria.

PART I

The first part will utilize criteria drawn from the Michigan professional development center program. These criteria address aspects of evaluation which experiences in this state indicate are critical to the success of a center and contain 50 maximum points. Applications must:

1. Present evidence of agreement to the proposed center governance structure and support for the center from all agencies, groups and organizations to be involved in center governance and operation, such as local and intermediate school districts, institutions of higher education, educational associations and regional educational media centers (20 points).
2. Offer evidence of a plan for center services that provides for the coordination of center funding and activities with funding and activities provided by various categorical state and federal professional development program components in areas such as career education, vocational education, bilingual and special education (10 points).
3. Provide evidence of a procedure for center program planning which is derived from needs assessment data appropriate for the identification of those skill and knowledge areas toward which the program will be directed, and which places primary emphasis on activities for elementary and secondary classroom teachers (20 points).

NO APPLICATION RECEIVING LESS THAN 50% OF THE TOTAL POINTS AVAILABLE UNDER PART I OF THE STATE CRITERIA WILL BE FORWARDED TO THE COMMISSIONER OF EDUCATION.

PART II

The second part will draw upon criteria designed to interrelate the state-designated professional development centers program and the federally funded teacher centers program, and to minimize competition between centers with differing funding sources. The creation of competing programs serving identical or very similar populations of educators, at a time when the centers concept is not firmly established or proven, could diminish or destroy the prospects of either center to succeed. THESE CRITERIA, CONTAINING A MAXIMUM OF 50 POINTS, WILL APPLY ONLY TO APPLICATIONS FROM AREAS OF THE STATE WHERE A STATE-DESIGNATED CENTER IS IN OPERATION OR WHERE THE STATE BOARD OF EDUCATION HAS AWARDED A GRANT TO SUPPORT CENTER PLANNING. Other applicants should not address Part II of the State Criteria.

Any federal teacher center applicant proposing a center service area in the following areas of the state must respond to these Part II criteria, since the State Board of Education has approved center planning or center operational grants in these areas:

> Detroit; Wayne County; Region XII (Barry, Branch, Calhoun, Kalamazoo and St. Joseph Counties); Kent County; REMC Region 5 (Clare-Gladwin; Gratiot-Isabella; and Midland ISD's); REMC Region 6 (Bay-Arenac; and Iosco ISD's); Ingham County; the Upper Peninsula.

1. Any state-designated center or state-designated center planning grant recipient applying for federal teacher center monies must identify a center service area either identical to that previously approved by the State Board of Education or coterminous with a State Board of Education approved educational planning district (20 points).

2. Any application proposing a teacher center service area which includes all or a portion of a professional development center service area already approved by the State Board of Education for a state designated center, or for which the State Board of Education has approved a state designated center planning grant award, must include the following information:

    a. A description of the linkage to occur between the policy board of the state designated professional development center and the policy board of the proposed federally funded teacher center (10 points).

    b. The relationship between the service areas and program activities of each affected center (10 points).

    c. Formal statements of joint agreement to (1) and (2) above from the fiscal agents and governing or policy boards of each affected center (10 points).

NO APPLICATION REQUIRED TO RESPOND TO THIS PART WHICH RECEIVES LESS THAN 50% OF THE TOTAL POINTS AVAILABLE UNDER PART II OF THE STATE CRITERIA WILL BE FORWARDED TO THE COMMISSIONER OF EDUCATION.

PART 197—TEACHER CENTERS PROGRAM

Sec.
197.1 Scope and purpose.
197.2 Definitions.
197.3 Elements of a teacher center.
197.4 Teacher center policy board.
197.5 Categories of financial assistance.
197.6 Distribution of funds.
197.7 Project duration.
197.8 Allowable and unallowable costs.
197.9 Application requirements.
197.10 Review of applications by State educational agencies.
197.11 Evaluation criteria.
197.12 Right of appeal.
197.13 Compensation to State educational agencies.

AUTHORITY: Sec. 532, Title V-B, Higher Education Act of 1965, as amended (20 U.S.C. 1119a).

SOURCE: 43FR 1765, Jan. 11, 1978, unless otherwise rated.

§ 197.1 Scope and purpose.

(a) *Scope.* (1) This part applies to the teacher centers program authorized under section 532 of Title V-B of the Higher Education Act of 1965, as amended by Pub. L. 94-482.

(20 U.S.C. 1119a)

(2) Each grant under this part is subject to applicable provisions contained in the general provisions regulations of the Office of Education (Parts 100 and 100a of this chapter), except that the criteria in § 100a.26(b) do not apply to applications under this part.

(b) *Purpose.* The purpose of the teacher centers program is to meet the professional needs of teachers as defined by teacher center policy boards, thus enabling teachers to meet better the educational needs of their students, by—

(1) Providing financial assistance to local educational agencies for planning, establishing, and operating teaching centers; and

(2) Providing financial assistance to institutions of higher education for operating teacher centers.

(Implements Sec. 532, 20 U.S.C. 1119a; Sen. Rep. 94-882, p. 37 (1976))

§ 197.2 Definitions.

As used in this part:

"Act" means section 532 of the Higher Education Act of 1965, as enacted by Pub. L. 94-482.

(Sec. 532, 20 U.S.C. 1119a)

"Institution of higher education" means an educational institution as defined in section 1201(a) of the Higher Education Act of 1965 as amended.

(Sec. 1201(a), 20 U.S.C. 1141(a))

"Local educational agency" means a public board of education or other public authority legally constituted within a State for either administration control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(Sec. 1201(g), 20 U.S.C. 1141(g))

"Non-public school" means a nonprofit elementary or secondary school operated or controlled by other than a public authority, and which is licensed or approved by the State in which it is located or attendance at which satisfies applicable State compulsory school attendance laws.

"Site" means the location or locations where the curriculum development and training activities of the teacher center take place.

(Interprets Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2))

"State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(Interprets Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2), Sec. 1201(h), 20 U.S.C. 1141(h))

"Supervision" means the setting of policy and any appropriate managerial or supervisory activities not prohibited by State or local law (e.g., the employment of operating staff, consultants or experts, budgeting and expenditure of funds, and the formulation of recommendations for subcontracting to secure technical and other kinds of assistance).

(Interprets Sec. 532(b), 20 U.S.C. 1119a(b))

"Teacher" means only a regular, full-time classroom teacher engaged in teaching elementary or secondary school students, including a special education or vocational education teacher.

(Interprets Sec. 532(b), 20 U.S.C. 1119a(b))

§ 197.3 Elements of a teacher center.

A teacher center must have all of the following elements:

(a) *Area served.* It serves teachers employed in both public and non-public schools (if non-public schools are located in the area to be served and choose to participate in the teacher center) of—

(1) A portion of single school district;

(2) An entire school district;

(3) Any number of school districts in a State short of the total number of districts; or

(4) An entire State.

(b) *Activities.* The teachers it serves are afforded the opportunity to—

(1) Develop and produce curricula (including the modification or adaptation of existing curricula) designed to meet the educational needs of the students served by the teachers;

(2) Use educational research findings or new or improved methods, practices, and techniques in the development of the curricula;

(3) Provide training designed to—

(i) Enable the teachers to better meet the special educational needs of the students they serve (including training to enable teachers to implement effectively specific curricula); and

(ii) Familiarize the teachers with developments in curriculum and educational research, including the use of research to improve teaching skills.

(Sec. 532(a)(2), 20 U.S.C. 1119a(a) (2))

(c) *Grantee.* The teacher center is operated by a local educational agency, an institution of higher education, or a combination of these agencies and/or institutions.

(Sec. 532(a)(2), 20 U.S.C. 1119a(a)(2))

(d) *Eligible participants.* In addition to teachers, as defined in § 197.2, the persons to be served by the teacher center may be determined by the teacher center policy board to include paraprofessionals, teacher aides, preschool teachers, teachers of adults below the college level, counselors, principals, other administrators, supervisors, curriculum specialists, librarians, media specialists, elementary and secondary school students, the parents of elementary and secondary school students, substitute teachers, part-time teachers, teachers who are unemployed or former teachers employed in other capacities who intend to return to teaching, and intern teachers assigned to teach in a school where the teachers are being served by a teacher center assisted under the Act.

(Interprets Sec. 532(a), 20 U.S.C. 1119a(a))

§ 197.4 Teacher center policy board.

(a) *Composition.* Each teacher center must be operated under the supervision of a teacher center policy board composed as follows:

(1) The majority of the members of the policy board shall be representative of all the teachers in the area to be served by the center, including teachers who provide special education for handicapped and exceptional children, and teachers of vocational education.

(2) The policy board must include two or more persons representative of, or designated by, the school board(s) of the local educational agency (or agencies) served by the center.

(3) The policy board must also include at least one representative designated by the institution (or institutions) of higher education (with departments or schools of education) in the area to be served by the center.

(4) If the area to be served includes more than one local educational agency or more than one institution of higher education with a department or school of education, each such agency or institution must be represented on the teacher center policy board under paragraphs (a)(2) or (3). A person designated to the teacher center policy board under paragraph (a)(2) may represent more than one school board, and a person designated to the teacher center policy board under paragraph (a)(3) may represent more than one institution of higher education.

(b) *Representativeness.* (1) Each grantee must assure that the majority of the board is representative of teachers by—

(i) Making the categories of teachers (e.g., vocational education teachers, special education teachers, and other teachers at both elementary and secondary levels) fairly reflect the categories of teachers in the area to be served, including equitable representation of non-public school teachers (if there are non-public schools in the area to be served which choose to participate in the teacher center); and

(ii) Selecting the teacher members composing the majority of the board by one of the following options:

(A) Agreement between the local educational agency and the teachers' collective bargaining agent as to the specific teacher representatives or as to the procedures for selecting the teacher representatives;

(B) Appointment of the teacher representatives by the teachers' collective bargaining agent;

(C) Appointment of the teacher representatives by the teachers' organization with the largest number of members;

(D) Voting in which all teachers in the area to be served by the center have an opportunity to participate, either through a general or school-by-school election;

(E) Another method which permits teachers generally, either directly or through their teachers' organization, to nominate or select the teacher representatives on the board; or

(F) A combination of two or more of the options in clauses (A) through (E) of this subdivision.

(2) The options described in paragraph (b)(1)(ii) of this section apply both to teacher centers serving teachers within a single local educational agency and to centers serving teachers in more than one local educational agency.

(3) In the case of a teacher center serving an entire State, in addition to the options under paragraph (b)(1)(ii) of this section, the teacher members composing the majority of the board can be appointed by one or more State-level teachers' organizations.

§ 197.5 Categories of financial assistance.

The Commissioner makes grants of financial assistance—

(a) To local educational agencies to plan, establish, or operate teacher centers.

(b) To institutions of higher education to operate teacher centers. Grant funds may not be used by an institution of higher education to plan or establish a teacher center, but may be used to operate a center planned and established with other funds before or after the grant is made.

(Interprets Sec. 532(f), 20 U.S.C. 1119a(f))

§ 197.6 Distribution of funds.

(a) The Commissioner sets aside ten percent of the amount appropriated under the teacher centers program to fund applications from institutions of higher education to operate teacher centers: *Provided*, That there are sufficient applications from institutions of higher education which receive the 50 point minimum to be considered for funding under the evaluation criteria in § 197.11

(Interprets Sec. 532(f), 20 U.S.C. 1119a(f))

(b) After setting aside funds for grants to institutions of higher education under paragraph (a) of this section and funds for compensating State educational agencies for their functions under § 197.13, the Commissioner uses the remaining funds for grants to local educational agencies under § 197.5(a).

(c) In the case of a joint grant to a combination of one or more institutions of higher education and one or more local educational agencies, the amount of the grant charged to the 10 percent setaside for institutions of higher education is determined—

(1) According to the amount budgeted in the approved application for institutions of higher education; or

(2) If separate amounts for applicants are not budgeted in the application, according to the ratio of institutions of higher education to all recipients of the grant.

(Implements Sec. 532(a)(1), 20 U.S.C. 1119a(a)(1))

§ 197.7 Project duration.

(a) The Commissioner approves projects under this part for a specified project period which generally will not exceed 36 months, subject to the availability of funds.

(b) An applicant for assistance may project its goals and activities over a period of up to three years. Approval of a multi-year project is intended to offer the project a reasonable degree of stability over time and to facilitate additional long range planning.

(c) An application proposing a multi-year project must be accompanied by an explanation of the need for multi-year support, an overview of the objectives and activities proposed, and budget estimates to attain these objectives in any proposed subsequent year.

(d)(1) Subject to the availability of funds, an application for assistance to continue a project during the project period will be reviewed on a non-competitive basis to determine—

(i) If the grantee has complied with the award terms and conditions, the Act, and applicable regulations, and

(ii) The effectiveness of the project to date in terms of progress toward its goals, or the constructive changes proposed as a result of the ongoing evaluation of the project.

(2) In the case of an application to establish or operate a teacher center which would continue a prior planning grant, the Commissioner, in reviewing the application on a non-competitive basis, also considers the evaluation criteria under § 197.11.

(Implements Sec. 532; 20 U.S.C. 1119a)

§ 197.8 Allowable and unallowable costs.

(a) Allowable costs under grants to local educational agencies or institutions of higher education under the teacher centers program include—

(1) Personnel costs related to the management of the centers;

(2) Services of consultants and experts;

(3) Service contracts, including service contracts with institutions of higher education;

(4) Released time or payment for substitutes to enable teachers to participate in activities of the teacher center;

(5) Expenses of the teacher center policy board, including payment of released time or substitutes to enable its teacher members to participate in activities of the board, but not including the expenses of preparing an application for a grant under the teacher centers program; and

(6) Other direct and indirect costs incurred by the grantee in carrying out its approved plan of operation, subject to the applicable cost principles set forth in the appendices to subchapter A of this chapter.

(Sec. 532(a) (2) and (e), 20 U.S.C. 1119a(a) (2) and (e))

(b) The following are not allowable costs:

(1) Construction of facilities; and

(2) Remodeling of facilities.

(Implements Sec. 532 (a)(2) and (e), 20 U.S.C. 1119a (a)(2) and (e), 20 U.S.C. 1221c(a))

§ 197.9 Application requirements.

The Commissioner awards a grant to an eligible local educational agency or institution of higher education only if the applicant submits an application to the Commissioner through the State educational agency of the State in which the applicant is located.

(a) Each application must include:

(1) Designation of the specific area, school district(s), and schools, both public and non-public, to be served by the center;

(2) Documentation that a teacher center policy board—

(i) Has been established, including information on the membership of the board and the method of its selection, and

(ii) Has participated fully in the preparation of the application and has approved it as submitted;

(3) A statement of the means for assuring equitable participation by non-public school teachers on the teacher center policy board and in receiving the center's services, or documentation that there is no non-public school in the area to be served, or that non-public schools in the area to be served have chosen not to participate.

(4) A one-page abstract of the proposed project;

(5) A plan of operation which must include—

(i) A statement of the special educational needs of the students to be served by teachers participating in the center, and an explanation of how those needs were determined;

(ii) Information which provides a basis for evaluating the application under each of the criteria in § 197.11. Failure of an application to contain information responding to a particular criterion in § 197.11 will mean that the applicant will not earn points attached to that criterion.

(b) With respect to applications to operate an existing teacher center, the application, in addition to meeting the requirements in paragraph (a) of this section, must contain the following:

(1) A description of the activities of the center during the preceding year and the cost thereof;

(2) Identification of the sources of funding of the center during the preceding year; and

(3) A statement of the kinds of activities that will be undertaken to improve the existing center by use of the Federal assistance requested.

(Implements Sec. 532, 20 U.S.C. 1119a)

(c) An institution of higher education shall include in its application, in addition to the other applicable information required by paragraphs (a) and (b) of this section, evidence that arrangements have been made with those local educational agencies with teachers to be served by the project for the participation of the teachers in center activities and in the activities of the teacher center policy board.

(Implements Sec. 532(f), 20 U.S.C. 1119a(f))

§ 197.10 Review of applications by State educational agencies.

The Commissioner will not approve an application unless:

(a) The State educational agency of the State in which the applicant is located has reviewed the application, made comments thereon, recommended, that the application be approved, and transmitted the application to the Commissioner for approval; and

(b) The appropriate State educational agency has given an assurance that it will provide technical assistance to each center, and will adequately disseminate information derived from the center, including information on how the State educational agency will carry out the technical assistance and dissemination and a projected budget for those activities.

(Implements Sec. 532(d), 20 U.S.C. 1119a(d))

§ 197.11 Evaluation criteria.

Applications for grants (except applications for continuation grants under § 197.7) are evaluated by the Commissioner on the basis of the criteria in this section. Each criterion will be weighted as indicated, with the total for all criteria being 100 points. An application must receive a minimum of 50 points to be considered for funding. In evaluating an application, the Commissioner considers:

(a) The extent of the teacher center policy board's authority and responsibility for supervision of the project (10 points).

(b) The potential of the proposed teacher center for increasing the effectiveness of the teachers served, in terms of the learning needs of their students (20 points).

(c) The soundness of the proposed plan of operation, including consideration of the extent to which—

(1) The objectives of the proposed projects are sharply defined, clearly stated, and capable of being attained by the proposed procedures (10 points); and

(2) The adequacy of provisions for reporting of the effectiveness of the project and dissemination of its results, and for determining the extent to which the objectives are accomplished (10 points).

(d) The appropriateness of size, scope, and duration of the project so as to secure productive results (5 points).

(e) The adequacy of qualifications and experience of personnel designated to carry out the proposed project (5 points).

(f) The adequacy of the facilities and resources (5 points).

(g) The reasonableness of estimated cost in relation to anticipated results, including the proportion of the budget represented by costs for released time or substitutes (5 points).

(h) The potential of the teacher center to impact upon and improve the grantee's overall program of inservice training for teachers (15 points).

(i) The representativeness of the teacher center policy board under § 197.4(b) (10 points).

(j) The extent to which Federal funds will support new or expanded activities rather than supporting activities which are already being paid for from other resources (5 points).

(Implements Sec. 532, 20 U.S.C. 1119a)

§ 197.12 Right of appeal.

Any local educational agency or institution of higher education that is dissatisfied with the recommendation of the State educational agency regarding its application under the teacher centers program may petition the Commissioner to request further consideration of the application by the State educational agency.

(Sec. 532 (c)(2) and (f), 20 U.S.C. 1119a (c)(2) and (f))

§ 197.13 Compensation to State educational agencies.

(a) The Commssioner compensates State educational agencies for the cost of the following services performed in connection with the teacher centers program:

(1) Reviewing applications and providing comments thereon.

(2) Submitting of recommended applications to the Commissioner.

(3) Providing technical assistance to funded centers. Allowable technical assistance expenses of the State educational agency may include consultative services rendered at the teacher center site, workshops and conferences to provide information to centers (including an exchange of information among teacher centers), and activities of the State educational agency to obtain information incidental and necessary to the provision of technical assistance to funded centers in its State.

(4) Disseminating information resulting from activities of funded centers.

(Sec. 532 (c) and (d), 20 U.S.C. 1119a (c) and (d))

(b) The Commissioner sets aside one-tenth of the amount appropriated for the teacher centers program for the compensation of State educational agencies, which sum will be disbursed according to the following stipulations:

(1)(b) Compensation for the combined services noted in paragraphs (1) and (2), of paragraph (a) of this section is at a rate per application set by the Commissioner not to exceed prevailing rates for similar services.

(2) The remainder of the sum reserved for State educational agencies is made available to carry out functions described in paragraphs (3) and (4) of paragraph (a) of this section.

(3) A State educational agency is compensated for the technical assistance it provides to, and the dissemination of information from, each funded teacher center in an amount for each center no more than that which bears the same ratio to the total funds available for these functions as the amount of the grant award to the teacher center bears to the total funds awarded to teacher centers in the fiscal year.

(Implements Sec. 532(d), 20 U.S.C. 1119a (d))

Mr. FORD. Is it fair to assume that if we did succeed in increasing the appropriations for this program without major change, that a State such as Michigan would be able to develop substantially more teacher centers doing the kinds of things that have been described?

Now, that may sound like a question that answers itself, but is it just a question of getting more money, or absent that increase in Federal funding, would some other source provide money for something that everyone seems to agree is good practice?

What are the chances of expanding Teacher Centers without Federal assistance?

Mr. HOPGOOD. From a local standpoint, our budget in Taylor is very, very stretched, but yet we've been able to come up with some funds. We couldn't expand it. We are attempting to tap whatever resources are available and we have applied for Federal funding through this program. And, in order for us to accomplish what we feel is necessary in all of our school districts obviously we need Federal funds.

Mr. FORD. Did the process that you went through, the development program to make the application for the Federal funds have anything to do with the school district deciding to use their own funds for your project?

Mr. HOPGOOD. No; we had it started initially before the Federal Government—before you showed us there was something possibly to come.

Mr. FORD. You were ahead of us.

How about Livonia?

Ms. HEUSNER. Well, Livonia followed the pattern that I outlined in my presentation where we involved the other districts. But, as I indicated, we were very concerned that we would not be able to continue our obligation if outside funding did not become available. And, you know, when budgets have to be cut, and they do, inservice funds are often ones that are looked at to go early on.

Mr. FORD. Taking into account what Mr. Hopgood said about the Taylor system having 92 percent of the teachers at the top of their wage scale, that's an indication that there's been a reduction in the teacher force and that new teachers are not being hired to any extent.

Can the argument be made that the need for this kind of program may be greater in the 1980's than it was in the 1960's when schools were growing?

As I mentioned earlier today, it's difficult to talk about expanding educational programs when people continually look at the paper and see figures indicating fewer children showing up for school. I gather from what is being said here that representatives of the administration and the teacher organizations recognize that, particularly in a State like Michigan where seniority is a protected job right of teachers, there will be very few new teachers entering the system and very little direct contact or recent contact between the teachers in a classroom and the colleges and universities in the State.

In 1965 it was easy to talk about expanding programs because everything was expanding. I think the case must be made for expanding this program, that there is a newly identified imperative involved in the kinds of statistics that you've been giving us today.

Mr. MULHERN. I don't think it's possible for the Congress to allocate enough money to make professional staff development a meaningful activity for the teachers in this State or in the country. However, when one considers the amount of money that we spend on the preparation of new teachers, I believe that some of this money could be diverted to professional development. For example, the State of Michigan spends approximately $40 million for the support of colleges of education. It's a fair assumption that not all of that money is needed nor necessary for the preparation of new teachers.

I think one of the things that this legislation could do is to open up the means whereby universities of higher education would be rewarded for reallocating some of those funds to professional development activities. In Michigan, we've been working on a plan through the Governor's office whereby institutions of higher education will be able to report to the State activities under the professional development program as student credit hours. Most of the activities in professional development do not generate student credit hours. However, we are funded on the basis of student credit hours produced. If we can bridge the gap between student credit hours and professional development activities so that I can report the involvement of my staff in noncredit hour projection activities as the equivalent to credit hours, I can then reassign the staff to that activity. In effect, I have been doing this in the program I reported on, but I do not get credit for that activity by the State.

To carry it one step further, for every dollar in tuition per credit hour that a Michigan university collects, it receives approximately $2 from the State of Michigan for each student credit hour produced. I think that resources are available, if somehow the legislation opens it up and taps it rather than to think only in terms of new dollars. I don't believe there are enough new dollars available in Michigan or elsewhere to do the job.

Mr. FORD. Well, that's not related specifically to this program, but you say that the legislative budget for higher educaton is $40 million?

Mr. MULHERN. Just for the colleges of education. That's approximately what Michigan spends on the eight major colleges of education. There are, however, a couple of smaller colleges.

Mr. FORD. I'm glad you cleared that up, because the Federal allocation for Michigan is closer to $50 million.

Ms. BRICTSON. I'd like to add something to this discussion in terms of the number of new personnel entering the teacher work force in Michigan. This calendar year the percentage of professional personnel who are new employees is only 3 percent. So, when you talk about total work force, that really reemphasizes what Dr. Mulhern mentioned about the possibility of a new formula for higher ed money. There has been talk about providing State moneys for an entitlement program for professional development, as was mentioned this morning. Also, I think that when one talks about staff development activities at the local building and district level, the issue of the creative utilization of some of the categorical programs can be explored. This is certainly something which can be initiated by the State agency in terms of technical assistance to the Federal teachers center program. Within the State agency, this concept has been addressed. The State agency person responsible for most of our categorical programs was invited to talk to the Northwest Staff Development Consortium policy board with the possibility of making a better use of those categorical moneys. This is a high point in what we're trying to effect in Michigan, but is rather hard to actualize because you're talking about many different programs coming together and working together.

Mr. **Ford**. What kind of professional assistance does the State department give now to Teacher Centers?

Ms. **Brictson**. In terms of the State-funded centers, the kind of activities which we have engaged in are meetings which take place every other month to either present exemplary programs someone at the State level has learned about or discuss a number of issues such as evaluation needs assessment, or how to translate needs assessment into programs at the center level. One of the responsibilities of the office of professional development is to monitor the activities of the centers to provide as much information as we can in terms of the kinds of reports that should be written for the State board and the State legislature.

As was brought to your attention earlier, the State agency role to provide technical assistance to the Federal Teacher Center has been rather minimal to this point in that the money is not yet available from the State legislature. However, I have met with the policy board and indicated that as we come to some mutual agreement about a program which the center could not otherwise undertake, those funds can be utilized.

Mr. **Ford**. The Council of Chief State School Officers has recommended that we take all of the inservice funds and training funds and put them together for State administration.

How many States have a program like Michigan's to provide State money for such things as teacher seminars?

Ms. **Brictson**. Someone raised that earlier this morning. I'm not entirely sure, but I don't think very many; there couldn't be any more than five or six.

Mr. **Ford**. Minority counsel was saying it's only five.

Ms. **Brictson**. There are States which are at this point in time passing State plans for inservice education. I think Alabama did eventually, did they not?

A lot of the State planning has to do with certification of teachers rather than inservice alone. Some of the inservice plans are tied to certification.

Mr. **Ford**. Thank you very much.

Any questions?

Mr. **Clohan**. Just one question.

Dr. Mulhern, in your last recommendation you also suggested some type of State and Government program.

There are now only 13 States that don't receive teacher center moneys. In the committee report to the Labor-HEW Appropriation Bill for the last 2 years, they cited the fact that there was no geographic distribution of title V money.

Please expand on how your suggested entitlement program would work. Do you think that all of the States will try to take advantage of the new entitlement?

Did all States apply under the application process this year?

Dr. **Mulhern**. I'm not sure that all States would, necessarily. Although I think they would if there was an entitlement program whereby a certain number of dollars would come to the State as pass-through moneys to go to local districts for professional staff development. Obviously, I think it would be necessary to require the States to have some kind of comprehensive plan that would be locally determined within the State.

As I look at Teacher Corps and Teacher Center programs, I don't see how they can be expanded to serve the needs of all the teachers in all the States in this country. They are, in fact, what I would call "lighthouse" or experimental programs and as such I think they serve a purpose. However, that's not an adequate base for the needs of all teachers. If I happen to be in an area where we have someone good at writing grants, that means the teachers in that area benefit from some of the money under this title.

However, if a teacher happens to be in an area where they don't have someone good at writing grants, they would not have the funds, if we use simply the "lighthouse" or experimental approach. That's why I really feel very strongly that some portion of the funds should come as a passthrough to the State. It would force the State into the development of comprehensive plans. I think we're in grave need for that even in the States where the school age population is growing.

Mr. CLOHAN. It's been suggested that one of the problems with those States that are not receiving Teacher Center moneys is that they don't have adequate technical assistance or people bringing in help from other resources.

Would you suggest, as a partial step toward entitlement, allowing some of the moneys now being authorized to be used for just technical assistance?

Dr. MULHERN. I think within a certain time period. I think one of the real needs in this area is to get State, local districts and institutions of higher education to put money into professional staff development rather than using all new funds that are coming out of Federal tax dollars.

Mr. CLOHAN. Two of your recommendations suggest that the moneys be provided on a very large scale by the local participating agencies.

Do you think that's reasonable or possible across the country and specifically in Michigan?

Dr. MULHERN. There is no surplus of money in any of the school districts that we're working with. In fact, as Representative Ford very well knows, those five districts that we're working with are hurting as far as funding for education is concerned, yet they are putting money into this because they see the need for it. I think the need exists in all areas.

If I think that there's a chance that you will give me new money and that I won't have to put some of my already committed money to staff development, I won't. I'll wait until you give me new money.

In direct response to your question, I think there might be some value to putting some up-front money into those areas where it's not happening. But I'd do it only on the limited time basis.

Mr. CLOHAN. One of the other major issues we're dealing with in reauthorization is institutional appropriations, and your second suggestion here was that higher education institutions should be encouraged to absorb, without reimbursement, faculty costs related to professional development activites.

Knowing the plight of many colleges and universities, do you think they will be able to come up with this money?

Dr. MULHERN. I think this is something that should be encouraged. They will not come up with it out of university funds, unless it is something demanded of them by the State. I run classes that enroll less than the optimum or peak number of students in them. It's a fair assumption to say that this is pretty general throughout higher education. It's possible through consolidation of classes that I can free staff to do those kinds of things that are desirable professionally. We release people for research; we release them for sabbatical studies and for program development. There is a general hesitancy to release them for professional staff development when that service is to the public schools. This has to be overcome.

Mr. CLOHAN. Thank you.

Mr. FORD. Thank you very much for your participation.

At this point, without objection, we reserve for the record a statement forthcoming from Mr. Roy Millenson on behalf of the American Association of Publishers, and a statement from the Council of Chief State School Officers.

I would indicate to the audience, that if you would like to add anything to this record, either your own thoughts or in reaction to any of the testimony here this morning, the record will be open probably through the end of June and we would appreciate having your contributions which will be included in the record at this point.

Finally, I want to thank Dr. Simmons and the staff of the Wayne County Intermediate School District for once again making these facilities available to us. We're very happy we had the opportunity to bring one of the hearings on reauthorization into Michigan and have it here in the heart of my congressional district.

The cooperation that we've had from Dr. Simmons and his staff has always been excellent, but I'm very happy that he prevailed on our staff to bring us home for this hearing and also made all of the preliminary arrangments and set us up with this very ideal situation. We're trying to handle a large number of people in a very short period of time. We took much more time than we had expected today, but I'm satisfied that the time was well spent because we've developed a very substantial record on a portion of the Higher Education Act that under the old system of consideration probably wouldn't have more than a half-hour discussion in Washington. This is probably the biggest record that's been built on the program here this morning since it was originally enacted.

As a matter of fact, the House didn't have hearings on it. It may be the first time the House even developed a record with respect to teacher centers.

With respect to Teacher Corps, that's different.

We appreciate the fact that it's not very easy to sit here and listen to a discussion of a specific, very small part of something as large as the Higher Education Act without having all sorts of concerns about why we don't recognize that this ties into something else.

As I explained at the outset, the purpose of this format for the hearings is to try to systematically cover all of the legislation so that the allegedly more important parts of the education legislation don't get all of the attention and the programs that are not as well known, such as the programs we've discussed this morning, get lost to our colleagues because they don't have that attention focused on them.

There is also an addition entitled the Northwest Staff Development Consortium, an overview prepared by Dennis Sparks, Ph.D. and Nancy Allen, Ph. D. from the Wilcox Center in Livonia, Mich.

Without objection that will be inserted in the record at this point.

[Material referred to follows:]

THE NORTHWEST STAFF DEVELOPMENT CENTER: AN OVERVIEW

SERVING:

Cherry Hill School District
Garden City School District
Livonia Public Schools
Northville Public Schools
Plymouth-Canton Community Schools
Redford Union Schools
South Redford School District

A FEDERALLY FUNDED TEACHER CENTER

Wilcox Center, 29530 Munger, Livonia, Michigan 48154
(313) 261-7440

Dennis Sparks, Ph.D.
Director

Nancy Allan, Ph.D.
Assistant Director

NORTHWEST STAFF DEVELOPMENT CENTER

HISTORY

The Northwest Staff Development Council was established in 1976 by teachers and administrators from seven northwest Wayne County school districts. It was their belief that staff development activities within these districts would be enhanced through shared expertise and resources. For two years this group coordinated multi-district inservice programs that served thousands of teachers and administrators, and worked closely with universities and the Wayne County Intermediate School District to facilitate the development of various staff development activities. The Council's diligence and perseverance were rewarded in 1978 with the awarding of a three year teacher center program grant from the United States Office of Education that would further their efforts to provide quality inservice training to the approximately four thousand teachers and administrators employed by the seven CONSORTIUM districts. The Northwest Staff Development Center resulted from this grant. It is governed by a Policy Board composed of teachers (9), administrators (7), a university representative, and several non-voting representatives from various groups (Wayne County Intermediate School District, Madonna College, Schoolcraft College, and the Michigan Education Association).

SUMMARY OF SERVICES

The Northwest Staff Development Center has offered a wide variety of services to teachers and administrators since its inception in October, 1978. They include:

-- released time (112 days of released time were provided for conference attendance, curriculum planning, the preparation of materials, and visitations to other schools)

-- conference attendance fees (the attendance of 125 teachers and administrators at local, state, and national conferences was sponsored by the Center)

-- mini-grants (17 mini-grants were awarded to building level projects. They ranged in amount from approximately $200 to $2,200. Mini-grants are ongoing, teacher initiated projects.) They are described as follows:

Livonia -- Development of remedial and enrichment study workshops in math, language arts, and creativity -- Grades K-6, 18 educators involved.

Plymouth-Canton -- Creative writing project for three elementary and a middle school. Grades K-8, 24 educators involved.

Northville -- Development of laboratory materials for high school psychology courses to teach scientific method. One teacher involved.

Garden City -- High school -- Development of individualized program for special education students who are mainstreamed into Phase I English classes. Nine educators involved.

Livonia -- High school -- Development of a series of learning/teaching packets for research skills to be used with 10th grade students. Four media specialists involved.

Garden City -- Junior high -- Inservice training for Special Education teachers on the teaching of reading.

Livonia -- Elementary -- Creation of an "Environmental Studies Center" involving the entire school community as resources.

Redford Union -- Elementary -- Development of a sequential health education curriculum (K-6) on topics of personal hygiene, nutrition, drug abuse and care of the body.

Plymouth-Canton -- Elementary -- Preparation of slide-tape presentation on the academic kindergarten program to be used with parent/community groups.

South Redford -- Media Specialists -- Development of a comprehensive series of K-6 media center skills curriculum kits.

Livonia -- Elementary -- Create and update math lab games and activities.

Cherry Hill -- High school -- Alternative education program -- directed study projects for mini-courses.

Livonia -- Reading Academy -- Workshop on Michigan Life Role Competencies for Adult Education Teachers.

Livonia -- Media Specialists -- Guidelines for prescription service and building catalogs for Instructional Materials Centers.

Cherry Hill -- High school -- Improvement of morale-communication: alleviation of stress for staff, administrators, students.

Northville -- Gifted and Talented -- Skill development course in photography for elementary students in Academically talented Program.

Plymouth-Canton -- Elementary -- Pilot a pre-kindergarten screening program for placement.

-- CONSORTIUM DAY -- FALL (29 sessions for approximately 750 teachers and administrators)

-- CONSORTIUM DAY -- SPRING (34 sessions for approximately 1,200 teachers and administrators)

-- workshops (Workshops are offered at the Center and at the building site for the staff of an individual school.)

Stress and the Classroom Teacher (presented at the Center and at 6 schools)
Stress and the School Administrator
Time Management for Educators (presented at the Center and at two schools)
Human Potential
Chisanbop (three workshops have been offered on this math technique)
Composition Workshop for Secondary Teachers

Motivating Students (presented at the Center and at a school)
Women as Educational Leaders
Kindergarten and Early Childhood Education I
Kindergarten and Early Childhood Education II
Relaxation Techniques for Educators
Career Change Workshop I
Career Change Workshop II
Alternative Career Workshop (multi-session workshop in cooperation with Madonna College)
Helping Students from Single Parent Homes

ALL WORKSHOPS WITH THE EXCEPTION OF THE CAREER CHANGE AND KINDERGARTEN PROGRAMS WERE MULTI-SESSION PROGRAMS. THESE WORKSHOPS WERE AFTER SCHOOL, AND TEACHERS PARTICIPATED WITHOUT COMPENSATION.

-- *summer workshops*

Elementary Science Workshops
Getting Started on Summer: How to Make the Most of Your Vacation
Managing Disruptive Behavior
Magic Circle for Elementary Teachers
Motivating Students
Movement Education Workshop
Outdoor Education Workshop
Stress/Conflict Management for Administrator
Elementary Math Workshops
Survival Techniques to Mainstreaming Secondary Handicapped Students
Improving School Climate
Instructional Theory into Practice

-- *leadership stipends (paid to local educators for workshop leadership or consultation)*

-- *individual consultation (Center staff consulted with individual teachers, administrators, and small groups of educators concerning locally identified needs.)*

-- *assistance to local districts (NSDC has allocated funds for local districts to address priority needs and goals.)*

ADVANTAGES OF A MULTI-DISTRICT TEACHER CENTER

-- services and programs are based on the self-defined needs of teachers and administrators

-- the Center is located in close proximity to schools

-- teachers and administrators are involved in planning, implementing, and evaluating Center services

-- flexibility in provision of services; ability to assist individual teachers, small groups of teachers, building staffs, local school districts; and offer multi-district programs

-- emphasis on providing assistance at the building level to promote ongoing instructional and curricular improvements

-- multi-district approach promotes cost efficiency through improved coordination and sharing of resources

-- increased credibility with teachers and administrators

-- greater coordination of state and federal professional development funds

NORTHWEST STAFF DEVELOPMENT CENTER
Wilcox Center, 29530 Munger, Livonia, Michigan 48154 2[illegible]-7440

November 13, 1979

Dear Fellow Educator:

The Northwest Staff Development Center stands ready to assist you in your professional growth. It is our belief that you know best what your in-service needs are, and what type of staff development activity will best meet those needs. The NSDC can make a number of resources available to you. These include:

1. Substitutes -- You might request a substitute to visit another school, attend a conference, or for other professional growth activities.
2. Conference attendance fees -- These monies are to encourage and support your attendance at conferences that would improve your teaching skills and/or professional understanding.
3. Consultants or other resource persons -- It may be of help to you to utilize the expertise of a university consultant, classroom teacher, or other resource person in leading a workshop, solving a problem, etc. We can help you find the right person, and may be able to pay a stipend for their assistance.
4. Consultation by NSDC staff with individual teachers or administrators, departments, building staffs, or other groups. This service includes talking over an idea or problem, as well as specific strategies for curricular or instructional change.
5. Mini-Grants -- This money is available to teachers and administrators for systematic, ongoing projects (please see further explanation on attached "Guidelines for Requesting Services" form).

It is our hope that you will carefully consider how you might utilize these resources.

As a classroom teacher in Garden City, and a member of the Northwest Staff Development Policy Board, I know the importance of teacher and administrator involvement in successful staff development activities. Your use of the Center and its resources sends a message to others that educators do want to be responsible for their own professional growth. Please feel free to call the Center's staff or Policy Board members if you have any questions regarding these services.

Sincerely,

Julia Hollingsworth

PROPOSALS FOR FIRST CYCLE MINI-GRANTS ARE DUE AT THE NORTHWEST STAFF DEVELOPMENT CENTER BY DECEMBER 11, 1978.

JH:jk

NORTHWEST STAFF DEVELOPMENT CENTER
Wilcox Center, 29530 Munger, Livonia, Michigan 48154 261-7440

GUIDELINES FOR REQUESTING SERVICES

The Northwest Staff Development Center wants to help you meet your professional development needs. We have resources to assist you in achieving goals that are important to your affective and cognitive growth. These resources may include substitute days for visitations or other purposes, conference attendance fees, consultant services, university assistance, and mini-grants, among others. Individual teachers, small groups of teachers, departments, or building staffs may request assistance.

Northwest Staff Development Center staff are also available for individual consultation with teachers and administrators, and to assist groups of teachers in identifying needs, clarifying goals and processes, or to discuss the Staff Development Center.

As a condition of accepting assistance from the NSDC, you must agree to share your learnings with other interested teachers/administrators, and/or submit a brief narrative report to the Center. Unfortunately, our resources are limited and we must prioritize requests for services. Any NSDC approval for services is subject to building and district administrative approval. Please call the Center if you have questions regarding the use of this form.

CONDITIONS FOR MINI-GRANT APPLICATIONS

Mini-grant: an on-going, systematic approach to staff development and/or the improvement of student performance. The grant may be requested by an individual teacher, a group of teachers, or a building staff.

1. Your responses to questions 1-3 will be evaluated to assess a clearly demonstrated need for the grant, potential outcomes/benefits, and numbers of staff and students who may be served.

2. If your "concept" is considered potentially fundable by the Northwest Staff Development Policy Board, a consultant from the Center will work with you to develop your ideas into a mini-grant proposal (statement of need, objectives, evaluation process, and dissemination process to other interested educators).

3. Collaboration with a Center consultant does not bind either the applicant or Policy Board to final funding of the mini-grant.

4. Mini-grants must be requested by the teachers or administrators who will be the recipient of the service.

5. Mini-grant applications will be solicited in "cycles" throughout the school year. If you are unable to apply for a mini-grant during the initial cycle, a later opportunity for submission will exist.

DS:jk
11/10/78

(OVER)

REQUEST FOR SERVICES FORM

CENTER USE ONLY

Date Rec'd.

Requester's Name ____________________

School and School Address ____________________

School District ____________________

School Telephone ____________________

Date ____________________

PLEASE RESPOND TO THE FOLLOWING QUESTIONS AS COMPLETELY AS POSSIBLE. ALL REQUESTS FOR SERVICE ARE SUBJECT TO BUILDING AND DISTRICT ADMINISTRATIVE APPROVAL.

1. What is it you want to do? Where would you like to do it?

2. Why do you want to do it?

3. Who else is involved? (Please give names and positions.)

4. How do you plan to share with others what you have learned?

5. What services will be needed? Please estimate the cost for each service that is required.

NEEDED	ESTIMATED COST	
_____	_____	Substitutes (number of participants X number of days X cost of substitute)
_____	_____	Consultant (cannot exceed $100 per day)
_____	_____	Conference attendance fees (please attach a copy of program)
_____	_____	Materials
_____	_____	Others (please specify)

MINI-GRANTS: If requesting a Mini-Grant, please respond as completely as possible to the following questions on a separate sheet of paper.

1. What would you like to do? (ACTION)
2. What improvements would this produce? (RESULTS)
3. What information demonstrates a need for these improvements? (NEED)
4. What resources do you need? (personnel, materials, equipment, etc.)
5. Who will be involved in the project? (names and positions) Who will coordinate the project? Who will be affected by this project? (teachers and students)
6. How will you determine if the needs described in question 3 have been met? (EVALUATION)

I understand that if the concept paper is accepted, a consultant will meet with me to further develop the mini-grant request. I am also willing to share the results of our project with other interested educators.

Applicant's Name ____________________ School Name and Address ____________________ School Phone ____________________

PLEASE SEND TO: NORTHWEST STAFF DEVELOPMENT CENTER
WILCOX CENTER, 29530 MUNGER, LIVONIA, MI 48154

DS:jk

Northwest Staff Development Center News

Wilcox Center, 29530 Munger, Livonia, Michigan 48154 261-7440

May, 1979 A federally funded staff development center serving educators in northwest Wayne County, Michigan Vol. 1, No. 7

VIEW FROM THE CENTER

by Dennis Sparks

This issue of the newsletter is primarily devoted to workshops that NSDC will sponsor during the summer months. For the most part, these workshops will be offered in late August, and are of sufficient length to allow you to learn skills or explore a topic more fully. An advantage of summer workshops is that they are presented early in the day, and allow you to approach the subject with more energy than you may have for after school programs. We hope that you seriously consider each of these workshops in relation to your professional development goals and the needs of your students. Please feel free to call or write us with additional suggestions for workshops or other services that we can provide you with during the summer months.

ATTENTION REASSIGNED TEACHERS

The Staff Development Committee of NSDC is working diligently to assist teachers in our districts who will be reassigned in the fall. A panel discussion to discuss the "process" and resources involved in a new assignment is planned for early September, 1979. This may be followed by workshops and "support group" sessions in specific curricular areas. If interested, please call us at 261-7440.

NSDC OPEN DURING THE SUMMER

The Northwest Staff Development Center will be open during the summer from 8 a.m. to 4 p.m. We are located at Wilcox Center (behind Moy's Restaurant near Six Mile and Middlebelt Roads). Plan on stopping by to talk with the staff, use or develop curriculum materials, or begin fall projects.

KINDERGARTEN WORKSHOP II

A second workshop for kindergarten and early childhood education will be held at Washington elementary school on Thursday, May 24, 1979 from 4 - 6 p.m.

The workshop will be hosted by Ms. Alice Marks, who will demonstrate a cross age tutoring program she has implemented in her kindergarten.

Participants are asked to bring ideas to share as well as samples of evaluation and reporting systems being used in their programs.

Call NSDC at 261-7440 by May 18 to pre-register.

SUMMER WORKSHOPS FROM NSDC:

ELEMENTARY SCIENCE WORKSHOPS

Session one of this workshop will focus on an "inquiry" approach to the teaching of science in grades K-6. Participants will learn motivational techniques, have "hands-on" experiences, prepare worksheets and develop strategies for integrating science into the total curriculum. This session will be held AUGUST 21, 8:30 - 11:30 A.M.

In session two, participants will have an opportunity to develop science learning centers and/or homemade "kits" with programmed instructions that can be used with individuals or in small groups. Record keeping, contracts, evaluation and management systems will be discussed. This session will be held AUGUST 22, 8:30 - 11:30 A.M.

You may register for one or both sessions.

GETTING STARTED ON SUMMER: HOW TO MAKE THE MOST OF YOUR VACATION

Often our best intentions for a satisfying summer disappear as the weeks slip past. Before we know it, school has started again in September and we have not completed many of the projects we had thought about in the spring. Often the problem is one of poor planning and vague goals. This workshop will help you set goals, plan activities, and receive support from other participants in a mutually supportive group. Whether you would like to set goals for travel, education, household projects, or books to read, this workshop will get the summer off to a positive start.

9-12 A.M.--Monday, June 18
9-12 A.M.--Monday, June 25 (attend one session only)

WILCOX CENTER

MANAGING DISRUPTIVE BEHAVIOR (Elementary & Junior High/Middle School)

Kent Gage will present a three-session workshop for elementary and junior high teachers that will provide an opportunity for participants to learn specific techniques for managing disruptive behavior in the classroom. Topics covered will include common classroom management problems, strategies to teach students self control, and conflict resolution techniques. The workshop will provide practical approaches that can be used with general education and "mainstreamed" students.

AUGUST 22, 23, 24
8:30 - 11:30 A.M.

MAGIC CIRCLE FOR ELEMENTARY TEACHERS

Magic Circle is a curriculum in which elementary students in small, safe, groups learn more about themselves and others. Improved academic achievement, self-concept, and class cooperation have resulted from the use of this program. NSDC will provide the necessary materials so that teachers will begin using Magic Circles in their classrooms in September. The program will be presented by Dr. Janice Hammond of the DARTE program.

9-12 A.M.--August 27, 28, 29

MOTIVATING STUDENTS (K-12)

Teachers say that motivating students is their number one problem. This three session workshop will focus on specific techniques to motivate students, and will include practical suggestions that can be used in your classrooms this fall. Enrollment will be limited.

9-11:30 A.M.--August 27, 28, 29

MOVEMENT EDUCATION WORKSHOP

Movement education is a desirable change from the traditional "P.E." or "gym" programs. Although students participate at the same time, each operates at his developmental level. Through games, rhythmic activities and gymnastics, it provides successful experiences for each child to think and feel good about himself. It is self-directed, resouceful and creative, and provides opportunity for creative problem solving. Ms. Linda Kowalczyk, Movement Education Coordinator for Northville Public Schools, will conduct workshops for teachers of grades K-6.

9-12 A.M.--August 20, 21

OUTDOOR EDUCATION WORKSHOP

Compass reading, plant identification, survival skills, food preparation, animal habitats, safety precautions and other topics in environmental education will be covered in an all day workshop to be held on THURSDAY, AUGUST 23, 1979 at a local campsite. Dan Burk, who has had extensive experience in camping and outdoor education, will conduct the workshop.

STRESS/CONFLICT MANAGEMENT FOR ADMINISTRATORS

School administrators report that job-related stress is a major concern. At the top of their list of stressors are time management issues and "people problems." This workshop will assist participants in identifying personal sources of distress, and will teach various types of stress and conflict management strategies, including group problem solving and relaxation techniques. Workshop leaders will be Drs. William Miller and Sam Mangione of the Wayne County Intermediate School District.

9:00 a.m.-3:30 p.m.--August 21

9:00 a.m.-12 noon--August 22

ELEMENTARY MATH WORKSHOP

Dr. Donald Buckeye of Eastern Michigan University will present a workshop on individualizing math with suggestions and activities for working with gifted students in the regular classroom. This session will be held from 8:30-*11:30 a.m. on TUESDAY, AUGUST 28, 1979.*

The second of Dr. Buckeye's workshops will be a make-and-take session on metrics and other areas of mathematics. This session will be held from 8:30 - *11:30 A.M. ON WEDNESDAY, AUGUST 29, 1979.*

SURVIVAL TECHNIQUES TO MAINSTREAMING SECONDARY HANDICAPPED STUDENTS

(Regular and Special Education Teachers)

This is a two day workshop designed to assist teachers in development of strategies for the special child in the regular classroom. The inservice will demonstrate quick and easy ways to identify strengths and weaknesses of all students, academically and behaviorally. This information will be applied to improve, extend and increase techniques to make traditional courses and textbooks relevant to the special individual. The presenter will be Mary Lou Young, Regional Learning Specialist, Western Wayne County Learning Center.

9:00 a.m.-3:00 p.m.--August 29, 30

PARTICIPANTS WILL BE NOTIFIED BY LETTER IN EARLY AUGUST OF WORKSHOP LOCATIONS.

PRE-REGISTER FOR ALL THESE WORKSHOPS BY JUNE 22 BY CALLING 261-7440.

3RD CYCLE MINI-GRANTS APPROVED

Cherry Hill--High school--Alternative education program (CHOICE)--Directed study projects for mini-courses.

Livonia--Reading Academy--Workshop on Michigan Life Role Competencies for Adult Education Teachers.

Livonia--Media Specialists--Guidelines for Prescription Service and building catalogs for Instructional Materials Centers--5 schools.

Cherry Hill--High school--Improvement of morale-communication; alleviation of stress for staff, administrators, students.

Northville--Gifted and Talented--Skill development course in photography for elementary students in Academically Talented Program.

Plymouth-Canton--Miller kindergarten--Pilot a pre-kindergarten screening program for placement.

Northwest Staff Development Center News

Wilcox Center, 29530 Munger, Livonia, Michigan 48154 261-7440

April, 1979 A federally funded staff development center serving educators in northwest Wayne County, Michigan. Vol. 1, No. 6

VIEW FROM THE CENTER

by Dennis Sparks

The Northwest Staff Development Center will be successful to the extent that teachers and administrators in the seven CONSORTIUM districts take ownership of our program and activities. Our Center is more than a set of services (conference attendance fees, mini-grants, substitute days, etc.) or a series of workshops, it is an attitude about the importance of teacher and administrator involvement in decision-making regarding professional development. NSDC will make a positive difference only if our programs are based on your needs and they provide for quality inservice activities. Please tell us the things you want to learn more about and the ways in which we can improve our program.

NSDC's successes this year have been based to a large extent on the volunteer efforts of many teachers and administrators. They have served on committees, contacted presenters for workshops, written letters, and performed many other tasks essential to the smooth functioning of our program. They have made a significant difference, and without their time and energy many worthwhile staff development activities would not have occurred. We would like to take this opportunity to recognize their contribution.

COMMUNICATIONS

Jean Cogill, Livonia
Bev Winkelmann, Plymouth-Canton

CONSORTIUM DAY

Ron Campau, Livonia
Esther Heusner, Livonia
Bob Dietiker, Livonia
Barbara Thomas, Livonia
Milt Jacobi, Northville
Jack Wichens, Northville
Don Beatty, Garden City
Ernest Bevins, Plymouth-Canton
Sam Ulsaker, Plymouth-Canton
Harriet Hartman, Redford Union

LONG RANGE PLANNING

Don Beatty, Garden City
Pat Bubel, Northville
Mike Homes, Plymouth-Canton
Sam Ulsaker, Plymouth-Canton
Lorene Erickson, Livonia
Mike Chilcutt, Redford Union
Susan Calfin, South Redford
Jean Williams, Livonia
LaBarbara Gragg, WCISD

MINI-GRANTS

Lucian Domin, Cherry Hill
Dick Enos, Garden City
Don Beatty, Garden City
Julia Hollingsworth, Garden City
Jean Cogill, Livonia
Janet Salo, Livonia
Harriet Shogan, Livonia
Jean Williams, Livonia
Barbara Campbell, Northville
Gladys Cohen, Livonia
Shirley Spaniel, Plymouth-Canton
Mike Chilcutt, Redford Union
Gladys Martineau, Redford Union
D. O. Schechter, South Redford

PROMISING PROGRAMS

Elizabeth Donivan, Cherry Hill
Phil Jameson, Garden City
Mike Abbott, Livonia
Jim Catton, Livonia
Lorraine Thompson, Northville
Gladys Martineau, Redford Union
Vada Starr, Plymouth-Canton
Winston Wessels, South Redford

STAFF DEVELOPMENT

Carolyn Stuart, Cherry Hill
Diane Wilcox, Garden City
Robert Marks, Livonia
Gloria Nycek, Livonia
Val Pattison, Livonia
Carole Samples, Livonia
Barbara Thomas, Livonia
Jean Williams, Livonia
Jane Crawford, Northville
Charles Zoet, Livonia
Connie Peterson, Plymouth-Canton
June Kastre, Plymouth-Canton
Samuel Ulsaker, Plymouth-Canton
Vada Starr, Plymouth-Canton
Harriet Hartman, Redford Union
Mike Chilcutt, Redford Union
Gladys Martineau, Redford Union

"A teacher who can arouse a feeling for one single good action, one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form."

GOETHE

MARCH 8 CONSORTIUM DAY PROGRAM A SUCCESS

Over 1,100 teachers and administrators from six school districts attended the 34 sessions at Garden City East High School and three other locations in the afternoon of March 8. A review of the evaluation forms determined the participants were very satisfied with both the overall program and the quality of presentations. The largest complaint was the problem of parking at the Garden City site. The members of the CONSORTIUM Day Committee (see "View from the Center") deserve recognition for their efforts in preparing this outstanding program. While these sessions can provide only a brief overview of a topic, they allow CONSORTIUM teachers from various districts to interact, and assist NSDC in planning future ongoing workshops in high interest areas. Please write or call us with your suggestions for improving future CONSORTIUM Day programs.

BUMPER STICKER CONTEST WINNER

Bev Winkelmann of Isbister Elementary School (Plymouth-Canton) was the winner of our Bumper Sticker Contest. Her theme, "Teaching is a Growing Experience", was set against a yellow background of different sized flowers. Bev's prize was a $30 dinner for two at NSDC's expense. If you or the teachers in your school would be interested in obtaining this bumper sticker for display in the teachers' workroom, your classroom, or even on your car, please call Joanne Kennedy at 261-7440 to place your request.

There were a number of outstanding entries to this contest, and the Staff Development Committee (made up of volunteer teachers and administrators from the seven CONSORTIUM districts) had a difficult time making a selection. They also decided to use an entry submitted by John Wagner of Livonia for the NSDC logo and a poster to be distributed to all CONSORTIUM schools in the fall. We'd like to thank the teachers who submitted entries and the Staff Development Committee members for the contributions they made to this project.

WE'RE SORRY!

The grant monies allotted to Northwest Staff Development Center for conference attendance for this year have been expended.

We are pleased to have been able to provide registration fees to 120 area educators for local and national conferences, seminars, and workshops on a wide variety of topics.

We hope to be funded for next year so that conference attendance funds will be available for the 1979-80 school year.

KINDERGARTEN WORKSHOP II

Washington School--Livonia
Thursday, May 24--4:00-6:00 p.m.
SHARING—TUTORING—EVALUATING
Pre-register by May 11 (261-7440)

NSDC WORKSHOPS

WOMEN AS EDUCATIONAL LEADERS: ARE YOU ONE?

This workshop was announced in our March newsletter. It will help participants explore the influence of their early life experiences on their career aspirations, and help them identify the professional strengths that may lead to leadership positions. THE DATES HAVE BEEN CHANGED TO: 9:30 a.m.-12:30 p.m.--Saturday

April 28, May 5, 12
WILCOX CENTER

CAREER CHANGE WORKSHOP II

Our first Career Change Workshop in March was well received by the participants. The second workshop will bring personnel and managerial representatives from business and industry to our Center to discuss the job market and the characteristics they are looking for in prospective employees. You will have an opportunity to ask questions and compare your interests and skills with those in demand in various fields.

4-6 p.m.--Wednesday, May 16
WILCOX CENTER
Pre-register by May 4 (261-7440)

HELPING STUDENTS FROM SINGLE PARENT HOMES

Approximately 40% of marriages end in divorce, and hundreds of thousands of children live in single parent homes. Some of these children and families have special problems that make demands upon the classroom teacher. This workshop will explore practical ways that the teacher and school can provide assistance in these circumstances. Dr. Janice Hammond will lead this workshop. She has had extensive experience as a classroom teacher, reading specialist, and elementary counselor, and has done research on the effects of divorce on children.

4-6 p.m.--May 16, 23
WILCOX CENTER

REMINDER THAT SPACE IS STILL AVAILABLE IN:

WRITING WORKSHOP
(Middle school/junior high/high school)
4-6 p.m.—May 9, 16
Churchill High School, Livonia

MOTIVATING STUDENTS (K-12)
4-6 p.m.-April 24, May 1, 8, 15
Wilcox Center

MOVEMENT EDUCATION WORKSHOP

4-6 p.m.—WEDNESDAY, APRIL 25, May 2, May 9
PLEASE NOTE: DATES CHANGED

PRE-REGISTER FOR ALL THESE WORKSHOPS BY CALLING 261-7440.

Northwest Staff Development Center News

Wilcox Center, 29530 Munger, Livonia, Michigan 48154 261-7440

March 1979

Volume 1, No. 5

VIEW FROM THE CENTER

by Nancy Allan

The NSDC staff is very pleased with the enthusiasm and reception we are receiving in our seven CONSORTIUM districts. The workshops and other services which are being requested cover a wide variety of topics and reflect the interest and creativity of educators in innovative approaches and programs.

The expertise of our area educators is increasingly being tapped to lead workshops, arrange visitations between schools and districts, and provide consultations on various topics.

The success of our program is reflective of the high level of involvement and commitment on the part of the teachers and administrators with whom we are working.

As the first subtle signs of spring approach, we are beginning to plan ahead for activities we might sponsor during the summer months. We are looking for ideas and suggestions for workshops or programs to assist you in planning for next year.

SUMMER WORKSHOPS AND COURSES

We need your help in planning summer workshops and courses. Your interests will determine the types of programs we offer. In the February newsletter we asked for your suggestions regarding graduate courses that could be offered at the Center during the summer months. Your ideas fall under three distinct classes: practical suggestions on mainstreaming for the classroom teacher, early childhood education, and teaching strategies for motivating students. It is likely that you will be able to take courses at the Center and assign the credit to the university that you attend. If any of these courses interest you, or you have any ideas for other courses or workshops, please call Nancy Allan or Dennis Sparks.

3RD CYCLE MINI-GRANTS DUE - APRIL 12

CONFERENCE UPDATE

April 4 "Reading and Writing Success" (K-6)—Bill Halloran—Detroit—$40.00—Sponsored by The Learning Institute

April 5 "Basic Skills Workshop" (K-6)—Barbara Gruber—Pontiac—$35.00-$45.00—Sponsored by Frank Schaffer Publications, Inc.

April 5 "The Teacher IS the Difference" (K-12)—Dr. Ed Frierson and Bill Page—Owosso—$60.00—Sponsored by Nashville Learning Center

April 11 "Interest Center Seminars" (K-6)—Detroit—$45.00—Sponsored by The Education Center

April 26 "Teaching Writing-Basic Composition and Beyond" (7-12)—Dr. Miles Olson—Farmington—$45.00—Sponsored by Educational Consulting Associates

May 2 "Discipline: Teaching for Responsibility" (K-12)—Jim Bellanca—Detroit—$40.00—Sponsored by The Learning Institute

May 2 "Early Childhood Education" (Ages 3-8)—Doris Nash, O.B.E.—Farmington—$45.00—Sponsored by Educational Consulting Associates

NSDC SCHOLARSHIPS

The Northwest Staff Development Center would like to offer released time "scholarships" to you for self directed study that would improve your effectiveness as a teacher or administrator. These scholarships are for up to five days of released time, and could relate to development of curriculum materials, examination of new teaching methods, or study of educational innovations (open education, Glasser discipline approaches, etc.). For example, your released time might be used for visitations to other schools or classrooms, a visit to a university library to study recent books or articles concerning a specific topic, or to spend time planning a new unit or course. Please send us a brief outline of your plan and the amount of time that you will need. If you have any questions about applying for a scholarship, please call Nancy Allan or Dennis Sparks.

NEW WORKSHOPS FROM NSDC

CHISANBOP REPEATED

Your overwhelming response to our March Chisanbop Workshop presented by Phyllis Livingstone has caused us to repeat this program. We will be contacting teachers on our waiting list from the March workshop, and encourage you if interested to sign up immediately in the new workshop.

ENROLLMENT IS LIMITED.

4-6 P.M.--April 23, 30, May 7, 14, 21
Wilcox Center

WRITING WORKSHOP

(Middle school/junior high/high school)

This two-session workshop will be presented by Lorene Erickson. The first session will focus on activities related to motivating students, and helping them develop a positive attitude towards writing. The second session will examine specific techniques for evaluation of writing that will help you manage the heavy load of paper correction.

Lorene is a skilled and widely recognized teacher of writing at the secondary level, and this workshop will provide many practical approaches to motivating and evaluating student writing.

4-6 P.M.--May 2, 9
Churchill High School, Livonia

WOMEN AS EDUCATIONAL LEADERS: ARE YOU ONE?

It is likely that 75% of the administrative positions in the United States will open up in the next decade. Women are currently underrepresented in administrative positions. If school administration interests you, will you be ready for the job when it becomes available? This workshop will help you explore how your early life experiences may have influenced your career aspirations, and assist you in identifying the professional strengths and abilities you possess that can be developed even further in the coming years. Participants will also learn how to take charge of their careers by setting goals and planning next steps.

9:30 A.M.-12:30 P.M.--Saturday--April 21, 28, May 5

SITE TO BE DETERMINED

MOTIVATING STUDENTS (K-12)

Teachers say that motivating students is their number one problem. This four session workshop will focus on specific techniques to motivate students and will include practical suggestions that can be used in your classrooms the next day. Enrollment will be limited.

4-6 P.M.--April 24, May 1, 8, 15

Wilcox Center

MOVEMENT EDUCATION WORKSHOP

Movement education is a desirable change from the traditional "P.E." or "gym" programs. Although students participate at the same time, each operates at his developmental level. Through games, rhythmic activities and gymnastics, it provides successful experiences for each child to think and feel good about himself. It is self-directed, resourceful and creative, and provides opportunity for creative problem solving. Ms. Linda Kowalczyk, Movement Education Coordinator for Northville Public Schools, will conduct workshops for teachers of grades K-6 on April 12, 26, and May 3.

4-6 P.M.--Site to be determined

PRE-REGISTER FOR ALL THESE WORKSHOPS BY CALLING 261-7440.

WHAT TEACHERS ARE SAYING ABOUT NSDC SERVICES

. . . conference on gifted and talented was excellent – Plymouth Canton

. . . it was refreshing to hear enthusiastic, innovative educators give concrete, practical suggestions – Livonia

. . . our day was very well spent – South Redford

. . . this experience (visitation) gave me a boost, new ideas and renewed enthusiasm – Livonia

. . . this experience increased my limited expertise in enrichment programs – Redford Union

. . . I'm "turned on" again to the teaching of reading – Livonia

*SOME FACTS ABOUT LEARNING**

We learn. . . . . . .

10% of what we read

20% of what we hear

30% of what we see

50% of what we both see and hear

70% of what is discussed with others

80% of what we experience personally (an activity in real life)

95% of what we teach someone else

* TAKEN FROM A PRESENTATION BY WILLIAM GLASSER BASED ON A RESEARCH PROJECT

Northwest Staff Development Center News

Wilcox Center   29530 Munger   Livonia, Michigan 48154

February, 1979

Volume 1, No. 4

LETTER FROM THE CHAIRPERSON

by Elaine Miller

I am pleased to hear the positive feedback from teachers in the various districts relative to our center. More teachers are becoming aware of the center's functions and services; they are increasingly contacting Dennis Sparks or Nancy Allan. This awareness is the first healthy sign of a functioning program. I would like to urge more of you to contact the center for services--even if you are doubtful about our ability to fulfill the request, it is worth a try.

Our Policy Board just sent to Washington the estimated budget for next year. We have tried to enlarge those programs that we think are most beneficial--the mini-grants, for instance. We are also realizing our role in being a conduit for other funds that are available for professional development--funds from the county and the state. Since the status of state funding for professional development through a teacher center is now somewhat uncertain (Governor Milliken in his State of the State message mentioned funds for this area but seemed to disfavor regional centers such as Northwest Staff), I feel very grateful that we were able to receive federal funds to create our present innovative program.

BUMPER STICKER CONTEST

To promote awareness of the Northwest Staff Development Center and the importance of staff development, NSDC is sponsoring a contest for the creation of a bumper sticker that promotes the theme of teacher pride or professional growth. The design may be serious or humorous, and will be judged on the following criteria:

1. Originality
2. Promoting teacher pride or professional growth

The entries will be judged by the Center's staff Development Committee (composed of teacher and administrators from the seven CONSORTIUM districts). The contest winner will receive a dinner for two of up to $30.00 at a restaurant of his/her choice. Entries are due no later than **FRIDAY, MARCH 16.**

VIEW FROM THE CENTER

by Dennis Sparks

The first four months of operation for the Northwest Staff Development Center have been busy ones. We have hired a staff (Nancy Allan, Joanne Kennedy, and myself) and developed a process to provide services to teachers and administrators. During this time we have made presentations about NSDC to over 60 groups in the seven CONSORTIUM districts. These groups have included building staffs, curriculum councils, administrative groups, education associations, and school boards. It is obvious to us that staff development is an important topic to many educators.

With each passing week we have found increasing demand for NSDC services. Our daily mail usually has several requests for conference attendance fees, substitute days, resource persons, or mini-grants. We are also receiving frequent requests for workshops related to morale and job-related stress: Stress and the Classroom Teacher, Stress and the School Administrator, Time Management, Relaxation Techniques, Developing a Stress Free Philosophy of Life, and Creative Problem Solving within a Professional Support Group. These programs can all be presented in your school district or building. The personal contact with teachers and administrators that have resulted from these meetings and workshops have proved to be very satisfying to us.

We are beginning to think ahead to spring and summer workshops and programs. Please let us know what activities would be most helpful to you in the coming months and in planning for the 1979-80 school year.

GRADUATE COURSES

The Northwest Staff Development Center would like to offer graduate courses at our Center during the summer months. Not only will these classes be conveniently located at our Center, they will be based on your interest and needs. Credit earned may be applied at a number of universities (Wayne State University, University of Michigan, etc.). Please let us know the topics or areas that you would like these courses to address by calling 261-7440 or writing us a note.

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ANNOUNCING FOUR NEW NSDC WORKSHOPS

KINDERGARTEN EDUCATION

Kindergarten teachers in our seven CONSORTIUM districts have indicated an interest in exploring new trends and innovations in kindergarten education. NSDC will sponsor a workshop at Wilcox Center on Wednesday, March 14 from 4:00 p.m.-6:00 p.m. at which a consultant in Early Childhood education will present new directions and programs for the kindergarten. Interested educators can contact Nancy Allan for further information. Register by calling 261-7440 before March 5.

RELAXATION TECHNIQUES

If you find that the stresses of the school day often leave you feeling tense or tired in the evening, or that it is difficult to sleep at night because your mind is still alert, then this workshop on relaxation will be helpful to you. The two sessions will provide an overview of several relaxation techniques: biofeedback, meditation and progressive relaxation, among others. You will have an opportunity to try out several of these methods in the workshop and receive support from other participants as you attempt to integrate these activities into your life.

March 26, April 9 -- 4-6 p.m.-- Wilcox Center --
Pre-register by calling 261-7440.

CHISANBOP

Presenter: Phyllis Livingstone, Teacher Consultant for the Learning Disabled

This five-session workshop will teach you a computing method in which students use their fingers to rapidly solve math problems in addition, subtraction, multiplication and division. This technique will enable regular and special education students to experience success in math. Phyllis's workshops are in high demand, and enrollment is limited. Sign up soon! Please plan on attending all five sessions. March 12, 19, 26, April 2, 9 -- 4-6 p.m.-- Wilcox Center -- Pre-register by calling 261-7440.

CAREER CHANGE WORKSHOP

The Staff Development Committee of NSDC will sponsor a workshop aimed at teachers and administrators interested in looking at alternative careers. This initial "support group" session will feature ex-educators who are now in business and industry who will share with participants their views and experiences involved in career change.

There will be a brief introductory statement from each of the business people followed by three group sessions (limited to 12-15 educators) to meet and discuss this process. Additional workshops may be planned based on interest of participants.

The session will be at Wilcox Center, 4:00-6:00 p.m., Wednesday, March 21, 1979. Pre-register by calling 261-7440.

CONFERENCE UPDATE

MARCH 3-7	*ASCD (Association for Supervision and Curriculum Development)-Cobo Hall-Registration fee - $35-$45*
MARCH 5	*Dr. Joseph Renzulli and Dr. Vincent Rogers, University of Connecticut--Topic: "Developing Creative Potential"-Salem High School, Plymouth--7:30-9:30 p.m.--Charge - $2.00*
MARCH 7	*"Meeting the Mainstreaming Challenge"- K-12--Barbara Aiello--Detroit--Charge - $40--sponsored by The Learning Institute*
MARCH 8	*CONSORTIUM Day Program sponsored by the Northwest Staff Development Center at Garden City East High School--1-3:45 p.m.--There will be over 35 sessions offered that will be of interest to K-12 teachers and administrators*
MARCH 8-10	*"Human Development Program Workshop" Sheraton-Southfield Hotel--Sponsored by Human Development Training Institute*
MARCH 9	*"Time Spent Wisely" (Time Management)--Dr. Ivan W. Fitzwater-Plymouth-Hilton--Charge - $45--Sponsored by Educational Consulting Associates*
MARCH 14	*"The Language Arts Come Alive" (K-8)--Lee Bennett Hopkins--Plymouth Hilton--Charge - $45--Sponsored by Educational Consulting Associates*
MARCH 29	*M.A.M.S.E. Conference (Michigan Association of Middle School Educators)--Detroit Plaza Hotel--Charge - ??*
APRIL 14	*"Reading and Writing Success" (K-8)--Bill Halloran--Detroit--Charge - $40--Sponsored by The Learning Institute*

EDUCATION IS WHAT IS LEFT AFTER ALL THE FACTS ARE FORGOTTEN.

John Dewey

Northwest Staff Development Center News

Wilcox Center 29530 Munger Livonia, Michigan 48154 261-7440

January, 1979 Volume I, No. 3

VIEW FROM THE CENTER

by Dennis Sparks

This issue of our newsletter features some of the services we have provided to teachers and administrators so far, and lists some of the workshops and conferences that are coming up in the near future. We hope that by telling you about the assistance we have already given staff members in the seven CONSORTIUM districts we will stimulate your thinking about the ways we can aid you in your professional growth.

As I have talked with staff members in the past few months it has been apparent that teachers and administrators want to do their jobs well, but that they have often been frustrated with graduate courses and inservice programs as means to acquire new skills and knowledge. As a result, we have not always known where to turn to get practical help for concrete problems. It is our intent that the Northwest Staff Development Center will provide practical, concrete assistance in the areas that are of most importance to you.

As much as possible, NSDC activities will be based on the following assumptions:

1. Staff developments must allow for individualized learning as well as large group instruction.

2. Staff development activities are more effective if they are based on the active participation of teachers and administrators in the planning, implementation, and evaluation of the program.

3. Ongoing activities are more likely to be effective than brief, single-session programs.

4. Professional development is more likely to occur if there is sharing and mutual support among educators.

Many of the activities supported by NSDC have one or more of these qualities. Please read this newsletter carefully to see if what we have done or will be doing is of potential interest to you.

PART-TIME POSITIONS AVAILABLE

The Department of Community Education Services (Livonia) is in need of part-time teachers and aides in the areas of business education, auto mechanics, woodworking, early childhood education, arts and crafts, and driver education. Application forms are available at Livonia Center for Community Education, 5125 Farmington Road, Livonia.

MINI-GRANTS FUNDED

The Mini-Grants Committee, consisting of representatives from the seven CONSORTIUM districts, met on December 13 to review the proposals submitted for funding. Of the sixteen requests received, five were tentatively approved:

1. Livonia - Elementary - Development of remedial and enrichment study workshops in Math, Language Arts and Creativity. Grades K-6 - 18 educators involved.
2. Plymouth-Canton - 3 elementary and 1 middle school - Creative writing project - Grades K-8 - 24 educators involved.
3. Northville - High school - Development of laboratory materials for psychology courses to teach scientific method - one teacher involved.
4. Garden City - High school - Development of individualized program for Special Education students who are mainstreamed into Phase I English classes - 9 teachers and administrators involved.
5. Livonia - High school - Development of series of learning/teaching packets for research skills to be used with tenth grade students - 4 media specialists involved.

The following criteria were used by the committee in considering proposals:

1. **Ongoing nature of project (staff development activities that occur over a period of time are more likely to have impact on teachers and students).**
2. **Evidence of staff cooperation in planning and implementation.**
3. **Creative or innovative approach to staff development/and or meeting the identified need.**
4. **Impact on staff or student affective or cognitive growth.**
5. **Willingness to share the information or results of the project.**

The committee has decided not to provide funds for prepared materials (textbooks, filmstrips, etc.), hardware (computers, etc.), or the hiring of teachers to provide classroom instruction.

SUBMISSIONS FOR SECOND CYCLE MINI-GRANT PROPOSALS ARE DUE FEBRUARY 12, 1979.

REQUEST FOR SERVICES

Other requests for services included approximately 30 substitute days for visitations, planning time and preparation of materials. Six consultants were requested to assist with building workshops, review curriculum programs in districts and assist in writing grants. Ten people asked to attend conferences in the areas of Reading, Language Arts, Middle School Education, Gifted and Talented, and Special Education. Funds were requested for subsidizing workshops and production of materials in several local projects. Consultations were provided to teachers and administrators to assist them in identifying their specific needs and possible processes for delivery of services. NSDC staff are also providing workshops on educator stress in several local buildings.

CONFERENCE UPDATE

February 7—Dr. Zacharie Clements, Associate Professor of Education, University of Vermont—Topic: "Humanizing the Instructional Process"—Canton High School, Plymouth—7:30 p.m.—No charge

February 8—SEIMC Mid-Winter Workshop (Special Education Instructional Materials Center)—Franklin High School, Livonia—4-8:30 p.m.—No charge

February 15—M.A.S.C.D. Conference—Images of Success—Churchill High School, Livonia—4:30-9:00 p.m.—$8.50 (inc. dinner)

March 5—Dr. Joseph Renzulli and Dr. Vincent Rogers, University of Connecticut—Topic: "Developing Creative Potential"—Salem High School, Plymouth—7:30-9:30 p.m.—Charge: $2.00

March 8—CONSORTIUM Day—Tentative sites: Garden City East High School and Thurston High School

March 29—M.A.M.S.E. Conference (Michigan Association of Middle School Educators)—Detroit Plaza Hotel—Ren Cen

UPDATE ON RESOURCE BANK

by Nancy Allan

Our internal resource bank is beginning to take shape. Creative and innovative ideas from preschool to senior high have been submitted for our directory.

Programs at the secondary level ranged from college and career planning, to continuous progress in foreign language, and parent involvement at the junior high.

Elementary teachers offered ideas on movement and dance activities patterned after the British model, journal writing, "grandparents' day", suggestions for outdoor education, and "inventors' day".

We still need to hear from you! We know there are many great ideas and projects going on in our CONSORTIUM districts. Nominate your own project or someone else's. Help us get our "people and program resource directory" together so that we can share ideas and expertise.

ANNOUNCING FOUR NSDC WORKSHOPS

TEACHERS ARE PEOPLE TOO! THE PREVENTION AND MANAGEMENT OF EDUCATIONAL STRESS

STRESS AND THE CLASSROOM TEACHER – 4-6 p.m. on February 6, 13, 20, & 27

STRESS AND THE SCHOOL ADMINISTRATOR – 4-6 p.m. on February 5, 12, 19 & 26

Teachers and administrators can learn to prevent and manage many of the harmful effects of stress. These workshops will assist teachers and administrators in identifying the causes of job-related stress. Participants will have an opportunity to develop a personalized plan of action to combat stress in a warm, supportive environment. It is anticipated that teachers and administrators will leave these workshops with a clearer sense of what they can do to alleviate stress and increase their levels of job satisfaction. Specific stress management techniques will be taught. You are not alone!

Please plan on attending all four sessions.

TIME MANAGEMENT – 4-6 p.m. on March 6 & 13

Do you feel like you have too little time and too much to do? That problem is one of the most often cited causes of stress reported by educators. This workshop will assist teachers and administrators in identifying their priorities and will teach them some basic time management skills. We hope that you can find time for this workshop!

Please plan on attending both sessions.

HUMAN POTENTIAL – 4-6 p.m. on March 20, 27, April 3 & 10

This workshop will focus on teachers' and administrators' strengths and success experiences, and will help them set goals and make plans based on these qualities. The workshop is very positive and supportive, and leaves educators with good feelings about themselves and a set of goals for the future.

Please plan on attending all sessions.

The enrollment in these workshops is limited. Please call Joanne Kennedy (261-7440) to reserve a space in the workshop as soon as possible. All workshops will be held at the Wilcox Center, 29530 Munger, Livonia.

ALL OF THESE WORKSHOPS CAN BE PRESENTED AT YOUR SCHOOL FOR A GROUP OF TEACHERS OR THE ENTIRE STAFF. PLEASE CALL DENNIS SPARKS TO DISCUSS THIS POSSIBILITY.

Northwest Staff Development Center News

Wilcox Center 29530 Munger Livonia, Michigan 48154 261-7440

December, 1978 Volume I, No. 2

LETTER FROM THE CHAIRPERSON

by Elaine Miller, Redford Union High School

My year and a half as chairperson of Northwest Staff Development Council could be described in the cliches of a hack writer, i.e. "rewarding, frustrating, demanding, etc." However, I wish to convey my feelings about the group's success in more original, detailed terms. I remember the tired, resigned emotions I felt last year when I opened up several letters of rejection from foundations whom we had courted as a source of possible funds. The fatigue and resignation resulted from the knowledge that carefully prepared abstracts and cover letters had been sent to over sixty foundations in Michigan seeking funds to run a staff development center, and only a handful even deemed the concept worthy enough to issue a denial. Frankly, other council members felt as I did--that if we did not receive some avenue of funding soon, we could muster neither the enthusiasm and time, nor the energy to give the experiment the impetus it needed to succeed. Another typical vignette I remember is requesting the key to a coat closet in Wilcox Center from the helpful secretary there who concurred that I could use the top shelf for the multitudinous piles of papers and publications that were distributed at each meeting of NSDC; this eliminated my lugging bundles of papers and reports back and forth from Wilcox to my basement. What a blessed relief it is to now have Joanne Kennedy, our new secretary, busy setting up a filing system for our teacher center. How luxurious it is to suggest the concept of a letter that must go out and have center staff develop it. How rewarding it is to be able to suggest to the Project Director, Dennis Sparks, that a phone call must be made to Lansing or Washington concerning this matter or that and have it completed. I am sure all of the policy board members are experiencing the same type of relief that I am. With money comes staff and with an excellent staff (ours is) comes efficient operation. All of the educators on the council were elated with the federal funding, however, I cannot help but feel that the handful who have served on it from the very first meeting in March of 1976 until the moment of federal recognition feel special gratification. I know I do.

A.S.C.D. REMINDER

Remember that the Association for Supervision and Curriculum Development National Convention will be held March 3-7 in Detroit at the Ren Cen.

VIEW FROM THE CENTER

by Dennis Sparks, Director

One of the largest problems that we face at the Northwest Staff Development Center is communication with 3,500 educators in seven school districts. It is important to us that you know that we want to be of assistance to you, and that we can provide a variety of resources to further your personal and professional development (see article elsewhere in this newsletter on Center services). We also will depend on teacher volunteers to serve on committees, lead workshops, and help us in many other ways. Hopefully, in the near future, a representative of the NSDC can meet with you or your staff to further explain our program.

A second problem is related to the powerlessness and generally low morale that many of us currently feel. Teacher layoffs, transfers to minor teaching areas, millage failures, and poor communication within schools are among some of the major sources of teacher/administrator distress. A major task that the Staff Development Center faces is to help you with the affective parts of your work. Educators who feel powerless and apathetic are less likely to be involved in staff development activities or in experimenting with new curriculum materials or strategies. These feelings affect our work, and our job performance obviously influences what students learn.

Abraham Maslow has given us the concept of a "need hierarchy." Lower level needs (hunger, physical safety, etc.) must be satisfied before higher level needs emerge. This theory can provide direction as we look at staff development activities. Before teachers/administrators can fully address their curricular and institutional needs, it will be necessary that they first satisfy their needs for job security, greater control over their work environment, and increased self-esteem. While we cannot necessarily control the number of teachers who are laid off in a given year, it is possible to assist those individuals in finding new jobs. Alternative Career Conferences can also assist teachers with secure jobs in looking at new career possibilities, and alleviate some of the trapped feelings that many experienced educators report.

It is our intention that many NSDC workshops will focus on ways that educators can begin to feel more influence in their day to day work, and develop higher quality collaborative relationships within the school. We hope to affect teacher/administrator self-esteem by finding avenues through which skills and expertise can be recognized and shared. But most importantly, because we are all unique human beings at different places on the "need hierarchy," we will depend upon you to tell us what activities will "start where you are" and "take you where you want to go."

The NSDC staff would like to thank **PAULA SCITURRO** of **REMC** for her assistance with the newsletters and other printed materials.

NORTHWEST TEACHER CENTER: POSSIBILITIES FOR DEVELOPMENT

Now that our teacher center has come into being, we can begin the exciting task of realizing the many possible ways in which we can develop it. One of the opportunities available to us is that we can bring together teachers from our seven cooperating school districts in a common endeavor.

There are many ways our center can serve us in locating and providing the help we need. We can broaden the sources of information available to us by building a resource library. We can correspond and visit with other teacher centers. What are the possibilities for improving the communications among teachers and with administrators? Could we develop a series of panel discussions of educators and laymen in public forums to share educational ideas and concerns? Better understanding and communication could also result from developing a publishing center for teachers' articles, opinions and questions.

We can improve our ability to find and use new and better tools for teaching. There will be workshops to meet instructional and curriculum needs identified by teachers and administrators. Possible topics could be Improving Parent-Teacher Conferences, Building Good School-Community Relations, Mainstreaming, Classroom Discipline, and Meeting Individual Needs in a Group Situation. Some of these workshops may be short (one or two sessions after school or on a Saturday), while others can work on topics over a period of time. There will be some released time and funds available for visitations, conferences, and professional study activities.

Workshops, better communications, and a body of caring, supportive people can help us in our personal lives as well. Our teacher center can become a place where we are welcomed and understood. There may be a need to help teachers deal with the problem of continuing in one job over a considerable period of time. We could also continue to work on teacher stress and alternative careers for teachers.

There are numerous ways we can group ourselves to plan our goals and implement them: study groups, workshops, research teams, task forces, and informal groups. Possibilities exist in every direction. As we discover our needs and work to meet them, new ones will be created. The Northwest Staff Development Center welcomes ideas and enthusiasms from everyone.

Jean Williams
Buchanan Elementary School
Livonia

THE NSDC STAFF WISHES YOU SEASON'S GREETINGS!

REMARKS BY JOHN RYOR, NEA PRESIDENT, AT THE NATIONAL TEACHER CENTER CONFERENCE

IN WASHINGTON, D.C., SEPTEMBER 25, 1979

"This is a historical event... Here we have a federal law which creates an opportunity to decentralize professional development activities whereby local teachers can evolve their own programs based on their own teaching and learning needs. This just can't be other than promising...

When can anyone here remember such a display of interest and vitality on the part of teachers. There's a good deal of talk about these centers as pilot programs. We at NEA have never talked about pilot programs or models with reference to Teacher Centers. It is our belief and commitment that what we all are getting started on now will continue and will expand. In three years we do not expect the Congress to shut off your funds and force you to seek funding from some other source. We expect the Congress to maintain your funding and to provide funds necessary so that eventually all teachers may benefit from such programs and that the present competitive aspects of the program become history...

Today the schools are facing severe problems. I don't need to identify these problems to this audience -- you live them! All of us need new opportunities for self-renewal. All careers require constant opportunity for learning. There are no longer any terminal courses or degrees."

NORTHWEST STAFF DEVELOPMENT CENTER SERVICES

The Northwest Staff Development Center wants to help you meet your professional development needs. We have resources to assist you in achieving goals that are important to your affective and cognitive growth. These resources may include SUBSTITUTE DAYS for visitations or other purposes, CONFERENCE ATTENDANCE FEES, CONSULTANT SERVICES, UNIVERSITY ASSISTANCE, and MINI-GRANTS, among others. Individual teachers, small groups of teachers, departments, or building staffs may request assistance.

Northwest Staff Development Center staff are also available for individual consultation with teachers and administrators, and to assist groups of teachers in identifying needs, clarifying goals and processes, or to discuss the Staff Development Center.

All teachers and administrators in the seven CONSORTIUM districts have already received information and forms requesting NSDC services. If you would like additional "Request for Services Forms" or if we can be of any help to you in clarifying your needs or answering questions, please call Dennis Sparks or Nancy Allan at 422-1200, ext. 403.

"WHAT'S GOING ON OUT THERE?"

by Nancy Allan, Assistant Director

An essential aspect of inservice education is the sharing of ideas and expertise among teachers and administrators. The "direct experience" encounters in real classroom situations and with alive and breathing students is where innovative ideas and programs emerge. As educators we are all aware of the value of dialogue and sharing and we need to acknowledge our own and each other's skills and strengths by identifying and passing on information.

We at the Northwest Staff Development Center would like to publish a "directory" of programs, projects, ideas, etc. that are going on or being developed in the 7 districts. An internal resource bank of this type will give teachers and administrators an opportunity to share with each other some of the creativity and skill among our 4,000 educators.

If you have a plan or an idea or know someone who does please share it with us. It may be large scale or small, ongoing or periodic. It may involve a lesson, unit, field trip, management system, use of time space, alternative program, ideas for creative writing or thinking; group interaction activities, parent-teacher-student relationships, use of community resources, contracting with students, use of A-V materials, integration of curricular areas, team teaching strategies, holiday ideas, etc. If we could get just 2 or 3 from each building we would have the beginnings of a great "shared" resource bank.

If you will identify the person and project or idea and write a brief description, we will publish it so that others can arrange a contact or visitation to learn more about the activity.

NAME:

DISTRICT:

SCHOOL:

SCHOOL PHONE:

PROJECT OR IDEA:

GRADE LEVEL/SUBJECT AREA:

Please return to Northwest Staff Development Center
29530 Munger, Livonia, MI 48154

STUDY FINDS THAT TEACHER/ADMINISTRATION INVOLVEMENT IS CRUCIAL

A widely publicized Rand Corporation study on federally funded educational programs found that successful projects had a high involvement in decision-making by teachers and administrators. A *Phi Delta Kappan* summary of the study (November, 1978) concluded that "Local decisions and choices on how to put the innovations into practice could spell the difference between success and failure, almost without regard for the type of project or the educational method involved." The *Kappan* article went on to say "The importance of the principal 'can hardly be overstated.' An enthusiastic principal can marshal support from reluctant teachers, and a negative principal can discourage supportive teachers." (p. 157)

Other characteristics of successful federal programs included teacher morale, the quality of working relationships among teachers, and ongoing inservice activities as opposed to single-session treatments of a topic.

The findings of the Rand study match the philosophy and goals of the Northwest Staff Development Center. We believe that the involvement of teachers and administrators in decision-making regarding their professional growth is crucial. We also know that how you feel about your work and the quality of relationships within your school has an impact on your performance and student achievement. And it is apparent to us that the most exciting and long lasting changes in school occur when teachers and building administration work cooperatively toward the achievement of mutual goals.

The NSDC wants to involve you in decision-making regarding your inservice needs. Please tell us what you want. We would like to present workshops and other programs related to teacher/administrator stress, school climate, and improving the quality of working relationships within schools. We would also like to assist building staffs (teachers and administrators) identify school-wide needs and goals, and provide the personnel and resources to help you solve mutual problems. The Center staff would like to explore these possibilities with you. Don't forget--the Northwest Staff Development Center is always ready to assist individual teachers with any curricular or job-related concerns.

ASSISTANT DIRECTOR HIRED

Nancy Allan joined the NSDC staff as Assistant Director on November 17. She had been an elementary teacher and had worked as a consultant for the Elementary Intern Program at M.S.U. She received her Ph.D. in elementary education from M.S.U. in January, 1977.

WE HAVE A NEW TELEPHONE NUMBER: 261-7440

REQUEST FOR SERVICES FORM

CENTER USE ONLY

Date Rec'd. ____________

Requester's Name ____________________________

School and School Address ____________________________

School District ____________________________

School Telephone ____________________________

Date ____________________________

PLEASE RESPOND TO THE FOLLOWING QUESTIONS AS COMPLETELY AS POSSIBLE. ALL REQUESTS FOR SERVICES ARE SUBJECT TO BUILDING AND DISTRICT ADMINISTRATIVE APPROVAL.

1. What is it you want to do? Where would you like to do it?

2. Why do you want to do it?

3. Who else is involved? (Please give names and positions.)

4. How do you plan to share with others what you have learned?

5. What services will be needed? Please estimate the cost for each service that is required.

Needed	Estimated Cost	
______	______	Substitutes (number of participants X number of days X cost of substitute)
______	______	Consultant (cannot exceed $100 per day)
______	______	Conference attendance fees (please attach a copy of program)
______	______	Materials
______	______	Other (please specify)

MINI-GRANTS: If requesting a Mini-Grant, please respond as completely as possible to the following questions on a separate sheet of paper.

1. What would you like to do? (ACTION)
2. What improvements would this produce? (RESULTS)
3. What information demonstrates a need for these improvements? (NEED)
4. What resources do you need? (personnel, materials, equipment, etc.)
5. Who will be involved in the project? (names and positions) Who will coordinate the project? Who will be affected by this project? (teachers and students)
6. How will you determine if the needs described in question 3 have been met? (EVALUATION)

I understand that if the concept paper is accepted, a consultant will meet with me to further develop the mini-grant request. I am also willing to share the results of our project with other interested educators.

____________________ ____________________ ____________

Applicant's Name School Name and Address School Phone

PLEASE SEND TO: NORTHWEST STAFF DEVELOPMENT CENTER
WILCOX CENTER, 29530 Munger, Livonia, MI 48154

Northwest Staff Development Center News

Wilcox Center 29630 Munger Livonia, Michigan 48154 422-1200 ext. 403

November, 1978 Volume 1, No. 1

TEACHER CENTER FUNDED!

The Northwest Staff Development Policy Board received notice in August that its proposal for a teacher center had received federal funding. The Policy Board's proposal competed with approximately 500 other proposals nationwide, and was one of 53 funded programs in the United States. The Northwest Staff Development Center is the only federally funded program in Michigan. Federal monies this year for operation of the center total $133,000, with the likelihood of continuing financial support for two more years.

A HISTORICAL VIEW

The concept of teacher centers started in England during World War II in the British infant schools. These centers were totally run by teachers and gave them an opportunity to talk with one another about their jobs. As the idea of teacher centers was transferred to the United States, it was first supported by universities and later promoted by state and federal governments.

During the past several years hundreds of teacher centers have developed around the United States. Their purpose has been to provide a place where teachers can go for in-service training, learn new skills or techniques, and have an opportunity for personal growth and renewal. Two factors that have encouraged the development of teacher centers at this time have been (1) low teacher morale because of lay-offs and other problems, and (2) an older, more mature teaching force with different professional needs.

The Northwest CONSORTIUM was formed three years ago to enhance in-service programs for teachers in the seven districts. The participating districts are Cherry Hill, Garden City, Livonia, Northville, Plymouth-Canton, Redford Union, and South Redford. It had as its membership a teacher and administrative representative from each school district. The main goals of this group were to provide CONSORTIUM curriculum days and locate funding for a teacher center. Last year the Northwest Staff Development Council operated on a budget of $7,000 provided by contributions of $500 from each participating school district and education association.

In early 1978 the Northwest Staff Development Council made application for federal funds. The teacher center legislation required that the governing board of any center be made up of a majority of teachers, and two additional teachers were added to our council. In addition, to comply with the federal law the group's official title was changed to "Policy Board." Another article located elsewhere in the newsletter details the responsibilities and membership of the Northwest Staff Development Policy Board.

The goal of the Northwest Staff Development Center is to help teachers and administrators deal with their most pressing professional concerns. That may include areas such as mainstreaming, updating on skills and methodologies, individualizing instruction, teacher stress, and teachers transferred out of their major subject areas. The Northwest Staff Development Center program will not be "done to" teachers. It will require their active involvement and sharing with one another to be a success.

VIEW FROM THE CENTER

by Dennis Sparks

A few short weeks ago I was a classroom teacher. I am now the Director of the Northwest Staff Development Center, and am at least partially responsible for meeting the staff development needs of 4,000 educators in the seven CONSORTIUM districts. As I consider this new position I sometimes feel overwhelmed by what needs to be done: managing a budget, attending various conferences and meetings, planning meaningful in-service activities for you, and working effectively with a Policy Board of teachers and administrators who represent various points of view.

However, it helps me to realize that what it takes for me to be successful is not much different from what it takes for you to be successful at your work. We both must organize and manage a large number of people who make demands upon us, and create significant learning experiences for others. Perhaps we can assist each other in dealing with these complex tasks.

We have before us an opportunity that is unique in the history of in-service education. The federal legislation that created the Northwest Staff Development Center mandates that teachers be meaningfully involved in the planning, implementation, and evaluation of Center activities. NSDC programs must be responsive to your needs! We will depend upon your input and feedback to provide workshops and programs that are truly worthwhile to you.

A concern that I face as an "administrator" is that I will lose touch with what it is like to be a teacher--the problems, frustrations, and satisfactions that come from helping children learn. It will be very important for me to listen carefully to what you tell me about your work, and then translating what I hear into NSDC programs. Please communicate frequently with me by letter, telephone, or in a personal conversation. I want to know what's on your mind.

TEACHER CENTER LEGISLATION: HOW IT AFFECTS YOU

"The basic purpose of the Teacher Centers Program is to enable teachers to have a greater voice in determining and meeting their own needs for inservice training and curriculum development in relation to the needs of the students whom they serve."

Lovett & Schmieder, "The New Teacher Center Program," in Teacher Centers

While teacher centers have been operating in some communities for several years, the federal Teacher Center Program (title of the Higher Education Act) has allowed for the development this year of 53 teacher centers throughout the United States with a total appropriation of 8.25 million dollars. The Northwest Staff Development Center is the only federally funded program in Michigan at this time.

There are several aspects that are unique about the teacher center legislation. The major characteristics of this program are the following:

1. It is the first major federal program that requires that the teachers being served be centrally-involved in planning, developing, and implementing projects.

2. It is directed primarily at helping teachers with current classroom instructional problems.

3. It is directed at all teachers--regardless of level or subject.

4. Teacher center projects can serve both individual needs and system needs.

5. Part of the staff development activities can occur during the regular school day.

6. A high percentage of participation will be voluntary.

This means that the Northwest Staff Development Center will make every effort to sponsor activities that teachers identify as areas of need. The Center will also call upon teachers and administrators to use their skills and expertise to present workshops for teachers and administrators. It is an integral part of the philosophy of the Teacher Center legislation that teachers best know what their needs are, and that collectively they have the wisdom and knowledge to help each other. The job of the Northwest Staff Development Center will be to facilitate that process. Please help the Center by completing the attached volunteer form, and coming to the Staff Development Center Program at Churchill High School on November 2nd.

"There is little doubt that teachers centers have attracted both as organizers and as participants a high proportion of professionals who are energetic, resourceful, self-reliant, resilient, collegial, sharing, unpompous, unjaded, and more presenting an image with which very many of us would like to be associated."

Christine San Jose
"Starting a Teachers' Center—A Joint Venture"
in Growth and Change

POLICY BOARD MEMBERS

The Northwest Staff Development Policy Board is composed of teacher and administrative representatives from the seven CONSORTIUM districts. Because the Federal Teacher Center legislation calls for a majority of the Policy Board members to be teachers, 9 of the 17 members are teachers. In addition, several non-voting liaison persons from other groups regularly attend Policy Board meetings.

The Policy Board is responsible for the broad direction and financial management of the Northwest Staff Development Center. These responsibilities include: selection of a Center staff, planning staff development activities to meet defined needs, and distribution of Mini-Grant funds, among others. The members of the Policy Board are:

Cherry Hill: Ms. Sherry Knoll-Schlief, Mr. James Potter

Garden City: Mrs. Julia Hollingsworth, Mr. Donald Beatty

Livonia: Mr. Ron Campau, Ms. Esther Heusner
Ms. Gloria Nycek

Northville: Ms. Pat Bubel, Ms. Nancy Soper

Plymouth-Canton: Ms. Connie Peterson, Dr. Michael Homes

Redford Union: Dr. Kenneth Erickson, Ms. Elaine Miller

South Redford: Mr. Pat Gouin, Dr. Jan Jacobs

These people are your representatives. Please let them know your ideas about staff development.

NORTHWEST STAFF DEVELOPMENT CENTER SESSION NOVEMBER 2

On the afternoon of November 2, a CONSORTIUM In-Service Day will be offered to staff members from participating districts. One of the options will be a Northwest Staff Development Center program at Churchill High School, 8900 Newburgh Road, Livonia from 1-3:15 p.m. The purpose of this session will be to familiarize interested teachers and administrators with the goals of NSDC and to help participants think through some of the program and activities that may be sponsored by the Center. We will also be soliciting volunteers to work on various Center projects and committees.

The Northwest Staff Development Center will become what you want it to be; its successes will be based on the ideas and hard work of many volunteers. IF YOU'D LIKE TO LEARN MORE ABOUT THE STAFF DEVELOPMENT CENTER, AND PLAY A ROLE IN SHAPING ITS FUTURE, PLEASE COME TO CHURCHILL HIGH SCHOOL ON NOVEMBER 2. WE NEED YOUR HELP!

ALTERNATIVE CAREER DEVELOPMENT SEMINAR

FOR: ALL TEACHERS AND ADMINSTRATORS
MAXIMUM: 60
PRESENTERS: PERSONNEL FROM CADILLAC MOTOR CAR, CHEVROLET, FORD MOTOR CO. AND OTHERS.

This will be the initial program in a series of presentations which will be held over a duration of six months. This first presentation, hosted by Chevrolet, Livonia Spring and Bumper Plant, will provide an overview of the total program and offer a business perspective of what is necessary for career transition.

Program session dates are as follows:

November 2, 1978	Orientation
December 9, 1978	Self-analysis and Career Awareness
January 13, 1979	Decision making processes
February 17, 1979	Resume Writing
March 17, 1979	Interviewing Processes and Techniques
April (To Be Announced)	Career Conference

There is no charge for these seminars; however, those registering must agree to attend all sessions.

The Michigan Education Association, Work Education Council of Southeastern Michigan, Northwest Staff Development Council and Madonna College Career Resource Center are jointly sponsoring this innovative program for educators who are considering a career change.

For registration information contact:

Michigan Education Association
Paul Johnson PD/HR Division
Toll Free 1-800-292-1934, extension 279
or
1-517-332-6551, extension 279

VOLUNTEER FORM
NORTHWEST STAFF DEVELOPMENT CENTER

I AM INTERESTED IN ASSISTING THE NORTHWEST STAFF DEVELOPMENT CENTER, AND WOULD LIKE TO LEARN MORE ABOUT VOLUNTEERING IN THE FOLLOWING AREA(S):

______CONSORTIUM Day Committee	will help plan and coordinate semi-annual (November and March) CONSORTIUM in-service days
______Staff Development Committee	will be responsible for planning workshops and other programs to meet identified cognitive and affective needs of teachers, administrators, and other school personnel
______Mini-Grants Committee	will be responsible for establishing and recommending to the Policy Board processes and procedures for awarding of mini-grants and other Staff Development Center funds (conference fees/stipends/substitute days)
______Long-range Goals Committee	will make recommendations to the Policy Board regarding long-range (1979-80 and beyond), including the 1979-80 federal proposal and budget request
______Communications Committee	will be responsible for the dissemination of information from the Policy Board and Staff Development Center to CONSORTIUM staff members via newsletter, workshop bulletins, etc.; will assist in planning strategies for representing the Staff Development Center to the community through news releases, a speakers bureau, etc
______Promising Programs Committee	will develop criteria for identification and selection of exemplary programs and practices in the CONSORTIUM districts, and work cooperatively with Project VALUE to learn about outstanding programs in the metropolitan area and throughout the state

______Conducting a workshop or leading a discussion group in the following areas:
____

______I know of someone who would be an excellent resource person in the following area(s):
____

______Being trained as an interviewer to talk with teachers about their needs.

______Being trained to speak and lead discussions related to the Staff Development Center at faculty meetings of CONSORTIUM schools.

______I am interested in helping in any area of need.

______Other (please specify) ______________________

Name ______________________
Position ______________________
School name and address ______________________
School telephone number ______________________
Home telephone number ______________________

Please send to:
Dr. Dennis Sparks
NORTHWEST STAFF DEVELOPMENT CENTER
Wilcox Center
29500 Munger
Livonia, MI. 48154

NORTHWEST STAFF DEVELOPMENT CENTER

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Serving:
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The Northwest Staff Development Center (NSDC):

- is a cooperative effort of teachers and administrators in seven school districts in northwest Wayne County, Michigan
- is an "outreach" center that provides services and programs based on the needs of teachers and administrators
- provides services to individual teachers and administrators, building staffs, school districts, and also offers multi-district approaches to staff development
- works in cooperation with local public and private universities, Wayne County Intermediate School District, Work-Education Council of Southeastern Michigan, and other professional development centers
- is dedicated to promoting student growth through meeting the cognitive and affective needs of students and staff
- is governed by a policy board of teachers, administrators, university representatives and liaisons from the Michigan Education Association and Wayne County Intermediate School District, among others.

Services:

- **Substitutes**
  for release time for planning, preparing materials, visitations, etc.
- **Conference Attendance Fees**
  to improve teaching skills and/or professional understandings
- **Consultants/Resource Persons**
  to lead workshops or assist in solving a problem
- **Consultations by NSDC Staff**
  to discuss an idea or problem and identify specific strategies for curricular or instructional change
- **Materials/Supplies**
  needed for an individual or group project
- **Mini-Grants**
  for systematic, on-going projects that impact staff/student affective or cognitive growth
- **Workshops**
  single or multi-sessions to meet identified needs in cognitive or affective areas
- **CONSORTIUM Day**
  "awareness" sessions on a large variety of topics from which future workshops may be designed

Committees:

- **CONSORTIUM Day Committee**
  plans and coordinates November and March in-service programs
- **Staff Development Committee**
  plans workshops and programs to meet the identified cognitive and affective needs of teachers, administrators and other school personnel
- **Mini-Grant Committee**
  establishes and recommends to Policy Board processes and procedures for awarding of funds for special projects
- **Long Range Planning Committee**
  recommends to Policy Board long-range goals including federal proposals and budget requests
- **Communications Committee**
  disseminates information from Policy Board and Center to CONSORTIUM staff members via newsletters, bulletins, news releases, speakers' bureau, etc.
- **Promising Programs Committee**
  develops criteria for identification and selection of exemplary programs and practices, works cooperatively with PROJECT VALUE to learn about outstanding programs throughout the state

With that, the committee will stand in recess until Tuesday morning, May 29.

[Whereupon the hearing was adjourned at 3:10 p.m.]

[Material submitted for inclusion in the record follows:]

Association of American Publishers, Inc.

aap

1707 L Street, N.W.
Suite 480
Washington, D.C. 20036
Telephone 202 293-2585

May 21, 1979

Hon. William Ford, Chairman
Subcommittee on Postsecondary Education
Committee on Education and Labor
U. S. House of Representatives
Washington, D. C. 20515

Dear Mr. Chairman:

Attached is the statement of the Association of American Publishers to be included as part of the hearing record on Title V of the Higher Education Act. Should you or your staff wish to discuss this testimony, I shall be happy to do so.

With best wishes,

Sincerely,

Roy H. Millenson

Roy H. Millenson
Staff Director
Education & Library Affairs

Enc: Testimony (3)

Association of American Publishers, Inc.

aap

1707 L Street, N.W.
Suite 480
Washington, D.C. 20036
Telephone 202 293-2585

STATEMENT OF THE ASSOCIATION OF AMERICAN PUBLISHERS
Teacher Centers
(Higher Education Act Title V - Sec 532)
May, 1979

The Association of American Publishers (AAP) is the general association of book publishers in the United States. It comprises the General Publishing Division, Direct Marketing/Book Club Division, Technical, Scientific and Medical Division, International Division, College Division, Mass Paperback Division, and School Division. Our 330 member publishing houses produce the vast majority of general trade, educational, reference, professional and religious books published in this country. AAP members publish 80% of the instructional materials used in the nation's classrooms.

Suggested Amendment

We urge that Section 532(a) (2) (3) of the Higher Education Act be amended by adding ", testing," after "development". A Ramyseur, showing how this amendment would alter existing law, is appended as Attachment A.

This amendment would authorize teacher centers to provide training to familiarize teachers with developments in testing as well as in curriculum development and educational research. It is complementary to Part B (Educational Proficiency Standards) of Title IX of the recently-enacted Education Amendments of 1978 (PL 95-561). The fact that an increasing number of states -- 36 at last count -- require minimum competency testing makes this amendment highly desirable.

Rationale

Experience and the recent legislative mandates on school assessment indicate that testing is continuing to increase and is likely to increase even further in the next decade. Despite the criticisms and expressions of concern, it is apparent there are forces in education and society that are responding to pressures for better accountability and performance in the schools by requiring test data to determine the outcome of educational programs.

The latest report issued by the Education Commission of the States shows that thirty-six states have legislated the so-called minimum competency programs into being. Coupled with this are other on-going state and local assessment programs which indicate that testing continues to be a vital part of education.

A number of valid reasons why this addition would be both proper and beneficial relate to the general observation that the level of understanding and competence of many test users, whether teachers, counselors or administrators, leaves much to be desired. Certainly pre-service training in tests and measurements is seriously inadequate compared with, say, thirty years ago. Test publishers'

/more/

efforts to deal with the problems through workshops, conferences, pamphlets and similar methods touch only a fraction of those who need it.

To look for a moment at the benefits for teachers:

- With the increasing number of states requiring minimum competency testing, an understanding of the basic concepts of test construction in relation to the kinds of assessment outcomes desired is essential. If teachers are going to be expected to use the test results to identify, teach, and counsel students so they may achieve district-prescribed standards, then it seems only reasonable that the more knowledge teachers have about the testing process and the test results, the more meaningful will be the interface with their students.
- Some states are providing that proficiency assessments relate directly to locally-established standards and indicate that locally-developed criterion-referenced tests are the best way to insure that tests cover those skills and standards identified. When teachers are involved in the development of such tests, a good basic understanding of test construction is essential. Too often we find teachers thrust into such situations without sufficient training and then blamed for inadequate tests laced with ambiguous items, poor distractors, and personal bias.
- Moving away from minimum competency testing, teachers, through the use of standardized test batteries, can determine areas wherein learning has been the most or least efficient. The analysis of learning rates and levels of accomplishment of students permits teachers to prescribe appropriate instructional programs.
- By obtaining knowledge in statistics, even if just an overview, teachers will be able to summarize, describe or compare the results of measurement. This information provides more opportunities for accurate analysis of test results than simply assessing a single student's grade.
- In the classroom one of the tasks of teachers is the quiz or teacher-made test. For a reliable and valid classroom test teachers need to know the basic concepts in order to properly construct and assess the adequacy of a given test.
- Teachers can give a more informed voice to their school's administration if they have some knowledge of tests and measurements and can evaluate them as to whether the results will be as useful as predicted. In addition, teachers can more knowledgeably examine and recommend measures to be used throughout the school.
- When teachers review student records, or those of transferees, knowledge of those tests for which scores are reported will lead to a better understanding of the student and his level of accomplishment.
- When serving on a test selection committee, teachers with a good background knowledge of the wide variety of tests available, their application and how to best assess their usefulness make a valuable contribution to the school district and to the community.

In conclusion, for the above reasons and in the interest of improved understanding of educational measurement, we urge that Section 532 (a)(2)(B) be amended to include testing.

President
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North Carolina Superintendent
of Public Instruction

President Elect
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Nebraska Commissioner
of Education

Vice President
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COUNCIL OF CHIEF STATE SCHOOL OFFICERS

POLICY RECOMMENDATIONS

FOR

AMENDMENT OF

TITLE V, THE HIGHER EDUCATION ACT OF 1962

TEACHER CORPS AND TEACHER TRAINING PROGRAMS

SUBMITTED TO THE

SUBCOMMITTEE ON POST SECONDARY EDUCATION

HOUSE OF REPRESENTATIVES

JUNE 4, 1979

The Council of Chief State School Officers, an independent organization representing the Commissioners and Superintendents from the fifty states and seven extra-state jurisdictions, welcomes this opportunity to participate in this series of hearings concerning the reauthorization of the Higher Education Act of 1965. We commend you, Mr. Chairman, and the members of the Subcommittee on Postsecondary Education for encouraging our involvement at the earliest stages of this process. Our members look forward to continuing this productive relationship throughout the coming months.

The Council's policy recomm[illegible]tions for amendment to the Higher Education Act of 1965 cover a range of programs dealing with postsecondary education and reflect the degrees of responsibility of our members in the various states. Although not all of our members are responsible for administering higher education in their own states, each has an interest in, and concern for, strengthening linkages and increasing coordination among all levels of education. More specifically, all Chief State School Officers have an interest in, and most have the responsibility for, teacher certification and re-certification at the state level. In addition, Title V of PL 95-561, the Education Amendments of 1978, requires the State Education Agency to be responsible for setting forth "a comprehensive plan for the coordination of Federal and state funds for training activities for educational personnel in the state, including pre-service and in-service training..." (see 404(a)(12) and Sec. 5-22(2)): Accordingly, the Council paid close attention to Title V of the Higher Education Act of 1965, authorizing Teacher Corps and teacher training programs, during the development of its recommendations.

Title V of the Higher Education Act authorizes staff development activities in three programs:

1) National Teacher Corps;

2) Teacher Centers; and,

3) An authorization for training of certain higher education personnel.

The Teacher Corps and Teacher Center's programs recognize the need for providing staff development activities on a continuing basis. School personnel must be kept informed of new and improved teaching methods and materials as well as ways to meet new challenges for public schools as a result of social, economic, cultural and technological changes in our society.

Teacher training and retraining programs provide an alternative method of responding to the major issues of declining enrollments in the public schools, changes in the focus of teacher colleges, and decreasing demand for new teachers. These factors have caused a slower turnover rate in many school staffs and recently prepared teachers often do not have the opportunity to bring new and fresh concepts into the schools. In addition, the shrinking educational dollars will continue to cause local districts to be hard pressed to underwrite the cost of continuing education for their staff. Consequently, the Council is seeking a better way to provide staff development activities which will enable us to address these issues in a coordinated and effective manner.

During its consideration of Title V-HEA, the Council found that:

1. Numerous Federal programs exist to train and develop personnel in various areas of educational expertise;
2. Such programs make Federal funds available to various types of recipients;
3. Such programs are not coordinated at the Federal or state level;

and

4. Such programs are not always responsive to or reflect state needs and priorities for staff development.

At least twenty-seven separate Federal programs were identified as having staff development components. The Council believes that state-level coordination of Federal, state and local efforts in the area of teacher training and retraining is essential. Congress recognized the need for coordination in P.L. 95-561 which requires that the State Education Agency develop a comprehensive plan for teacher training.

In light of this fact, the Council recommends the enactment of a National Staff Development Program which would consolidate Federal policy for the several staff development programs. Under this program, all Federal funds appropriated for staff development through categorical programs, formula awards and other sources would be combined. These combined funds could be distributed through a designated state agency upon presentation by the state of a comprehensive plan. We would recommend, however, that participation in this combined program be optional. In this case, states would not be required to have a single administrative agency. If a state chose not to participate, separate applications for the former staff development programs would be made. The Council believes that such an approach would provide a more effective use of staff development funds through the support of activities which respond in a more timely way to pupil needs.

In response to your November 1978 request for suggestions and recommendations concerning the reauthorization of the Higher Education Act of 1965, the Council translated this proposal into legislative language. Attached is a copy of this proposal for your consideration.

Thank you again for this opportunity to express our views. We look forward to working with you and this Subcommittee in the future.

* * *

SUGGESTED AMENDMENT OR SUBSTITUTE

Title V is amended to read as follows:

"Title V: NATIONAL STAFF DEVELOPMENT PROGRAM
TEACHER CORPS
and
TEACHER TRAINING PROGRAMS"

Title V is amended by the addition of the following new part:

PART C
NATIONAL STAFF DEVELOPMENT PROGRAM

FINDINGS

Sec. 540. The Congress find that --

(1) numerous federal programs exist to train and develop personnel in various area of educational expertise;
(2) such programs make federal funds available to various types of recipients;
(3) such programs are not coordinated at the Federal or state level;
(4) such programs are not always responsive to or reflect state needs and priorities for staff development.

Sec. 541. There is hereby established the National Staff Development Program. The funds shall consist of all appropriations made pursuant to the following staff development activities:

RATIONALE/EXPLANATION

Reference pg. 18

CCSSO Policy Recommendations for Amendments to the Higher Education Act of 1965.

SUGGESTED AMENDMENT OR SUBSTITUTE RATIONALE/EXPLANATION

Title I	Section 124e	P.L. 95-561
Title II-A	Section 205,207	P.L. 95-561
Title II-B	Section 222	P.L. 95-561
Title III-B	Section 312	P.L. 95-561
Title III-E	Section 333	P.L. 95-561
Title III-F	Section 341	P.L. 95-561
Title III-G	Section 347	P.L. 95-561
Title III-H	Section 353	P.L. 95-561
Title III-M	Section 392	P.L. 95-561
Title IV-C		P.L. 95-561
Title IV-D		P.L. 95-561
Title VI		P.L. 95-561
Title VII-A	Section 723	P.L. 95-561
Title VIII	Section 812	P.L. 95-561
Title IX-A	Section 904,905	P.L.95-561
Title IX-B	Section 922	P.L.95-561
Title IX-C	Section 932	P.L.95-561
Title IX-D	Section 944	P.L.95-561
Title IX-E	Section 953	P.L.95-561
Title XI-A		P.L.95-561
Title V-A	Section 511,513	P.L.94-482
Title V-B	Section 511,513	P.L.94-482
Title II-A	Subpart 3,Sec.135	P.L.94-482
Title II-B	Subpart 2,Sec.172	P.L.94-482
Title II	Subpart 3,Sec.186,187	P.L.94-482
	Part D,	P.L.94-142
	Section 6(a)(3)	P.L.91-248

Sec. 542(a). From the sums transferred to the Program the Commissioner shall allot to each state an amount which bears the same ratio to such sums as the population of such State bears to the population of all the states.

(b). The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the State plan (if any) approved under this part shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under such subsection for such year, but with such proportionate amount for any of such States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year for carrying out the State plan; and the total of such reductions shall be similarly reallocated among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for such year.

Sec.543(a). Any State desiring to receive its allotment of funds under this part for any of the staff development activities outlined under Section 541 shall designate or create a State agency, institution or unit to monitor and coordinate such activities and shall submit to the Commissioner a State plan.

(b). Such State plan under this part shall -

(1) set forth a comprehensive coordinated statewide staff development program which addresses the staff development activities listed in Section 541;

(2) set forth the State's assessment of its priority and needs for staff development;

(3) set forth the procedure for review and approval of applications for staff development funds under the activities listed in Section 541 to assure that such applications are consistent and coordinated with State needs and priorities. Only applications recommended for approval by the State agency shall be transmitted to the Commissioner for approval;

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

(4) assure that all applications recommended for approval meet all statutory requirements for the activity for which the application is made.

Sec. 544. Not more than 5% of the amount allotted to each state shall be available to the State for the costs of developing and administering the State plan; however, no State shall receive less than $30,000 per year for such purpose.

Sec. 545. Any state not wishing to participate in the joint administration of staff development programs may make separate application for each program listed in Section 541 and such state will not be required to designate a sole state agency for the administration of such programs.

Wayne County Intermediate School District

June 4, 1979

Congressman William D. Ford
2368 Rayburn House Office Building
Washington, D.C. 20515

Dear Congressman Ford:

I am writing to you to reiterate the comments and to expand the recommendations made by my staff member, Rae Levis, in her testimony on May 25, 1979 before the Subcommittee on Postsecondary Education of the Committee on Education and Labor regarding Title V of the Higher Education Act. Dr. Levis listed the strengths of the educational service agency (which we know in Michigan as the Intermediate School District), showed the degree to which this unit of school government has taken a leadership role in creating and implementing successful staff development and inservice programs, and described the cooperative arrangements that exist across the nation between universities, intermediate school districts, and local education agencies. She recommended that your subcommittee consider including more specific language in Title V of the Higher Education Act to provide intermediate school districts with the possibility of delivering training services to teachers and administrators in their service areas.

I concur with Dr. Levis' testimony, particularly where she says, "Such inclusion is consistent with previous Congressional action and should not be viewed as intrusion into new fields of endeavor." It is this section of her testimony upon which I would like to expand.

In the Elementary and Secondary Education Act, the Vocational Education Act, and also in the Higher Education Act, the Intermediate School District or education service agency, although not named, may be considered covered by the definition of a "local education agency."

> "The term 'local education agency' means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to

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June 4, 1979

> perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school."

This description, as you may recall, was that which you helped draft in the Elementary and Secondary Education Act specifically for the purpose of including education service agencies and particularly the intermediate school district as it exists in Michigan.

In the Education for All Handicapped Children Act the "intermediate educational unit" is actually defined and its role further delineated in the Rules and Regulations for this Act:

> "The term 'intermediate educational unit' means any public authority, other than a local educational agency, which is under the general supervision of a state educational agency, which is established by State law for the purpose of providing free public education on a regional basis, and which provides special education and related services to children within that State."

Intermediate school districts, although recognized as a unit of school government and a legitimate participant in all of the above legislation, are actually excluded from participation in Title V of the Higher Education Act. This exclusion exists despite the role which such intermediate schools are currently playing along with universities and local schools. The reason for the exclusion lies in the interpretation of the definition in the law of the education service agency as a local school district. As such it cannot receive funding under this legislation for the kind of local district supportive services which it and universities, singly or cooperatively, currently supply and for which universities, but not intermediate school districts, can and do receive funding.

June 4, 1979

Congressman William D. Ford
Page (3)

It seems to me that some inequities in Title V of the Higher Education Act could be alleviated by defining intermediate school districts as they are defined in the Education for All Handicapped Children Act and by specifying them as eligible applicants for Teacher Corps and teacher training funds when they can demonstrate this role in conjunction with local education agencies. If, however, in your judgment, the language defining local education agencies and intermediate districts in the Higher Education Act is adequate, then perhaps a single statement specifically naming the education service agency along with universities would be appropriately included in the committee report.

I hope that this idea can be explored in subcommittee meetings, and I will be pleased to explain it further at any time you may request or require such explanation.

Sincerely,

Wm Simmons
William Simmons

WS/md

Wayne County Intermediate School District

June 19, 1979

The Honorable William D. Ford
Member of Congress
2368 Rayburn Building
Washington, D.C. 20515

Dear Representative Ford:

At the recent hearing on the Higher Education Act at our office, you asked an excellent question aimed, I'm sure, at securing a response for the record. The question was, "If school enrollments are declining and staff decreasing, why are more funds needed for teacher centers?" (I feel it is necessary to broaden the question to include school administrators as well as teachers, for they are an important factor in providing effective education.) I'd like to cite several compelling reasons why more resources are needed for the inservice education of school personnel.

1. Updating of staff knowledge is required.--The world of education and, for instance, the contributions of technology, are changing so rapidly that staff need to update their knowledge and their teaching techniques. It is clear that this cannot be accomplished by quick, one-session training. The sophistication of new methods requires long-term, in-depth re-education. However, in Michigan, as an example, 75 percent of the public school teachers are certificated and have completed all state requirements beyond the Bachelor's degree. It is unlikely that most will go to the university for further education. As staff members grow more mature, greater resources are required to facilitate their growth. The on-site and/or nearby inservice experiences a teacher center can provide are essential.

2. Retraining of reassigned personnel is a necessity.--The release of low tenure teachers often means reassignment of other staff to areas where they are not properly prepared. While the teacher may have been certificated in the area

Board of Education
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of the new assignment some years ago, help is needed to upgrade the teacher's understandings and skills.

3. Personnel need renewal and motivation.--These are trying times and the challenges are many. Teachers and administrators need to be renewed and revitalized and can benefit from the motivation that inservice education can provide.

4. Tight resources require efficient administration.--Managing schools in a period of decline and retrenchment is very difficult. Current administrators must be helped to function with maximum efficiency to meet this challenge. This will require substantial inservice education.

5. Curriculum innovation and improvement can be fostered.--The recent Rand study on the impact of innovations pointed out that the most lasting and effective adoptions of innovative programs occurred where local teachers and administrators worked cooperatively in determining the need for the program and how it should be implemented. Much recent research has also pointed out the key role the building principal plays in improving instruction. Thus, administrator development must be emphasized. A teacher center can provide consultant help and training to local staffs to engage in such cooperative endeavors.

Obviously, more resources are needed for staff development and for teacher centers. Only a very small part of school budgets has been devoted to inservice education of staff. With the tightening fiscal situation, maintaining even these meager funds for staff development is virtually impossible. More money is spent by business, industry, and the military for training than is spent on all of public education. It would seem appropriate for educators to have available a modest amount (5%) of their total budget for inservice education. Since school must go on even when staff training is required, funding to release teachers and hire substitutes should be permitted. Certainly, many teachers will devote their own time to self-improvement. However, often, those who need the training most will not participate without financial encouragement.

Thank you for providing the opportunity for concerned educators and other citizens to testify about these important issues.

Sincerely,

Bill Miller

William C. Miller
Deputy Superintendent

WCM:jm
cc: Dr. Simmons
Rae Lewis